CONSULTING, SERVICES AND SOLUTIONS GROUP, INC.

PRESENTS

The

Standards of Learning Assessment Resource System XII

In Response To

Virginia Department of Education

Student Growth Assessments

RFP #: DOE-SGA-2012-15

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TAB 1 – SIGNATURE PAGE AND ADDENDUM

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COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)

Issue Date: September 25, 2012 RFP# DOE-SGA-2012-15

Title:	Student Growth Assessments
Commodity Code:	92420
Issuing Agency:	Commonwealth of Virginia Virginia Department of Education 101 North 14th Street, 21st Floor Richmond, Virginia 23219
Using Agencies:	Local Education Agencies including Virginia Public School Divisions and Virginia Public Schools
Work to be Performed:	Offsite
Initial Period Of Contract:	From Date of Award Through November 15, 2014; (Renewable).

Sealed Proposals Will Be Received Until 2:00 PM October 29, 2012, For Furnishing The Goods/Services Described Herein.

All Inquiries For Information Should Be Directed To: Marie Williams, Contract Officer, at (804) 225-2040.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF MONIQUE ROBINSON (See Section VIII, C. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name And Address Of Firm:

Consulting, Services and Solutions Group, Inc.
9926 Main St.
Fairfax, VA
Zip Code: 22031
eVA Vendor ID or DUNS #: 002609589
Fax Number: (703) 385-2063
E-mail Address: ejsatterwhite@cssg.com

Date: October 29, 2012
By: _____
(Signature In Ink)
Name: Ernie Satterwhite
(Please Print)
Title: Managing Executive Director
Telephone Number: (703) 385-2008

PREPROPOSAL CONFERENCE: An optional proposal conference will be held on Tuesday, October 9, 2012, at 10:00 am at 101 N. 14th Street, 25th Floor, Washington Conference Room (Reference Page 7, Section VII, herein). If special ADA accommodations are needed, please contact Marie Williams at 804 225-2040 by October 5, 2012.

Note: This public body does not discriminate against faith-based organizations in accordance with the *Code of Virginia*, § 2.2-4343.1 or against a bidder or offeror because of race, religion, color, sex, national origin, age, disability, or any other basis prohibited by state law relating to discrimination in employment.

TAB 2 – PRICING SCHEDULE

For each assessment offered, using the scenario of 5,000 tests, the required information, a fixed cost, a price per test, and the resulting total must be provided using the table layout below. For example, in column 1, enter the attachment number for the assessment for which you are indicating a price. The first number listed in column 1 will be "3," as attachment numbers 1 and 2 are not related to the specific assessments being offered. No other pricing schedule will be accepted.

A. Assessment Description Attachment #	**B. Name of Assessment**	**C. Content area**	**D. Fixed Price**	**E. Additional Price per Test**	**F. Total (Fixed Price + (5,000 * Additional Price per Test)**
Copies of Assessments Binder "Mathematics Assessments Tab"	Student Growth Mathematics Assessments	Mathematics Grades 2-8 Algebra I Algebra II Geometry	0	$3.75 Per Student	$18,750.00
Copies of Assessments Binder "English Assessments Tab"	Student Growth English Assessments	Reading Grades 3-11 Writing Grades 3-11	0	$3.75 Per Student	$18,750.00
Copies of Assessments Binder "History Assessments Tab"	Growth History Assessments	Social Studies Grades 3 Virginia Studies USI &USII Civics and Econ. World I and II US VA	0	$3.75 Per Student	$18,750.00
Copies of Assessments Binder "Science Assessments Tab"	Student Growth Science Assessments	Science Grades 3-6 Life Science Physical Science Earth Science Biology Chemistry	0	$3.75 Per Student	$18,750.00
Copies of Assessment Binder ALL ASSESSMENTS	All of the Assessments Above	All Content Areas Above	0	$6.75 Per Student	$33,750.00
***Scan Paper* If** Paper Based Testing	Any Assessment	Any Content Area	0	$0.10	$500.00
NWEA Formative Assessment Item Bank	Access to Math or English or Science	Access to Math or English or Science	0	$6.00 Per Student	$30,000.00

TAB 3 – WRITTEN NARRATIVE

THE CASE FOR CONSULTING, SERVICES AND SOLUTIONS GROUP

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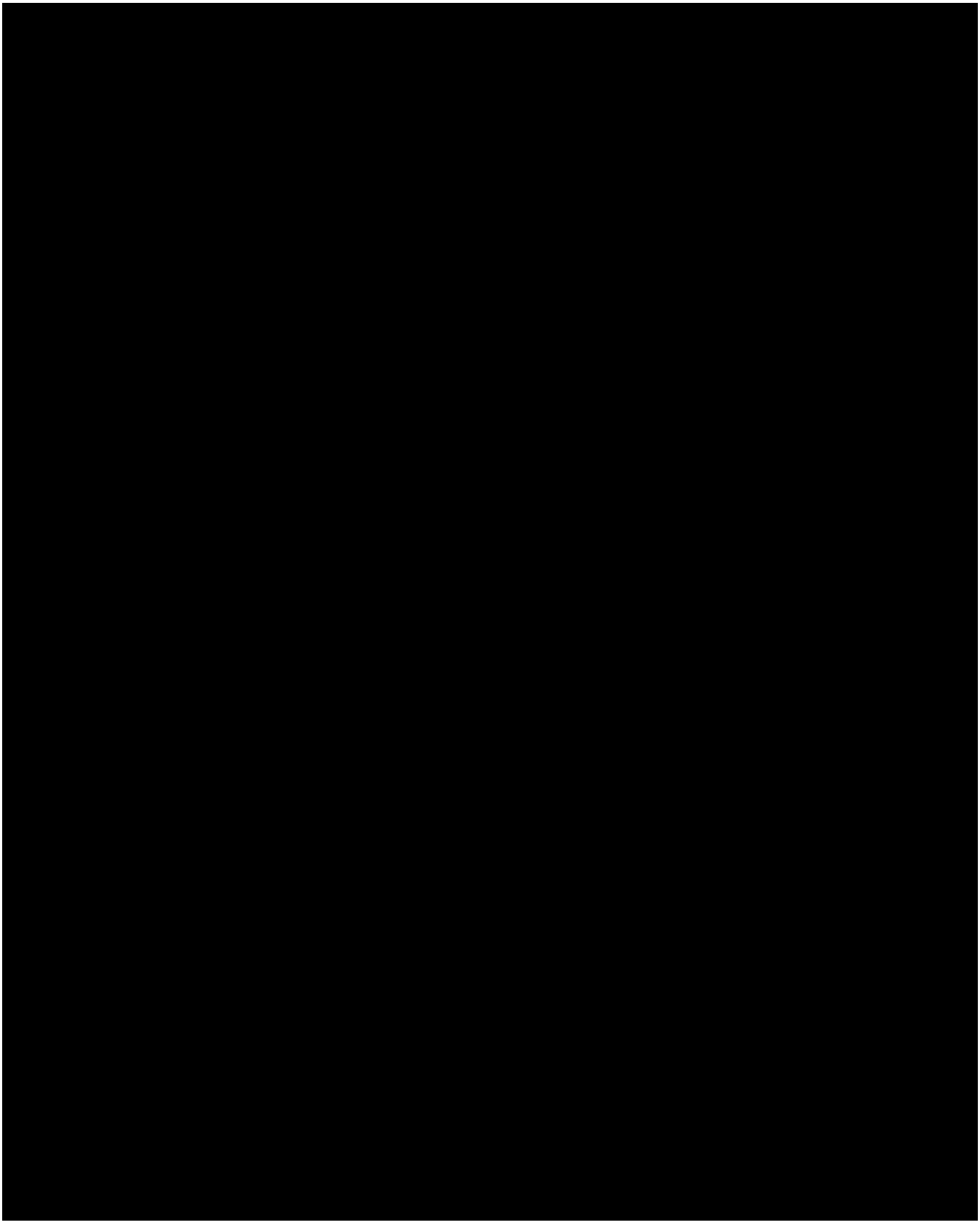

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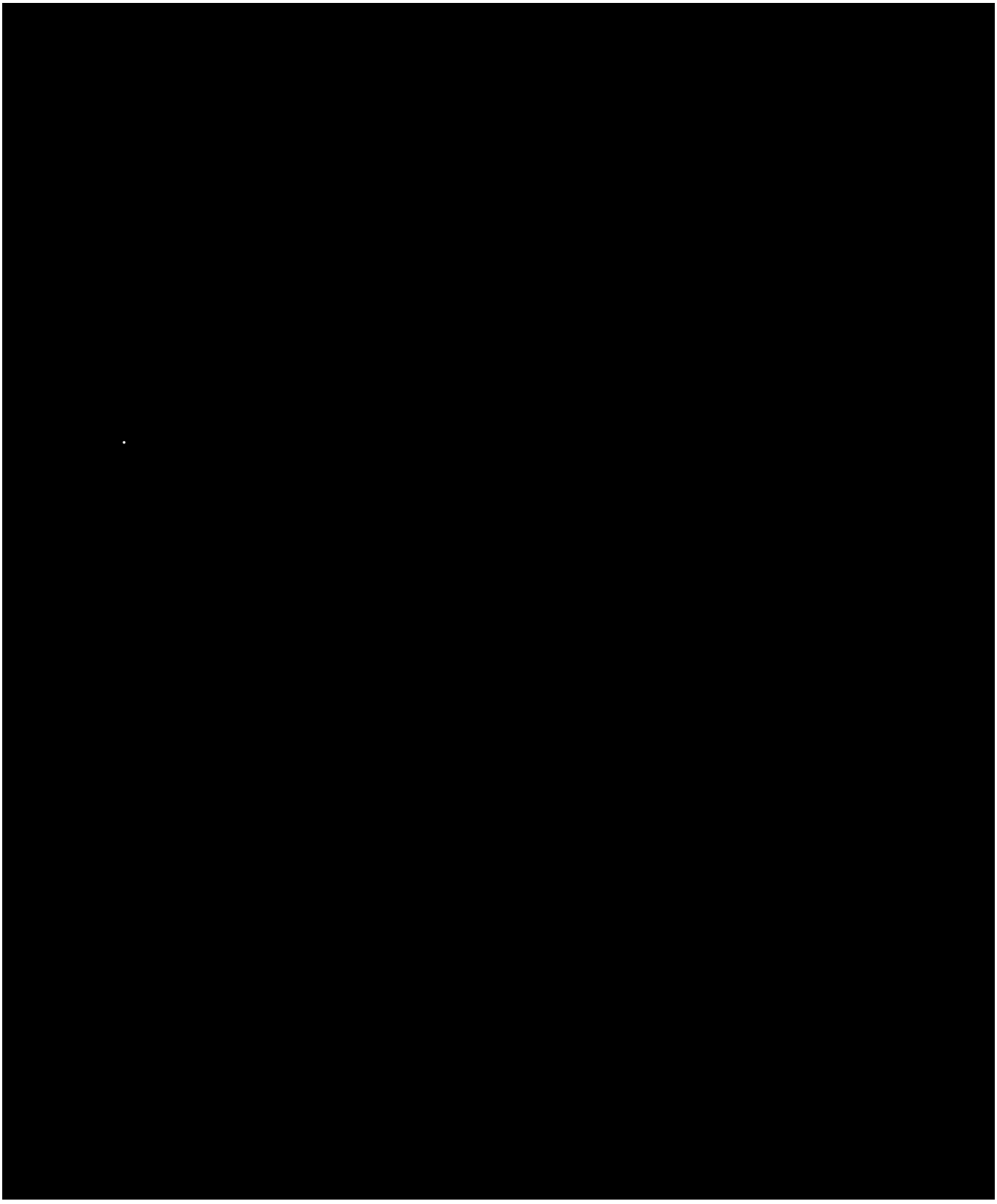
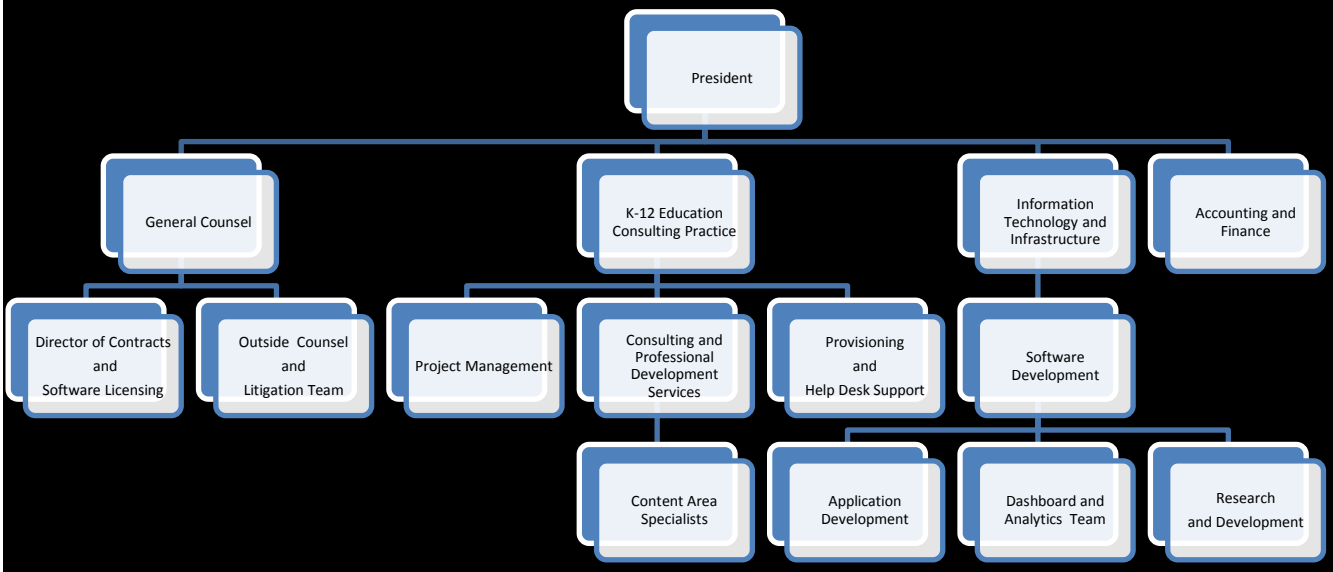


COMPANY ORGANIZATIONAL STRUCTURE / EVIDENCE OF EXPERIENCE



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KEY PROFESSIONAL STAFF ROLES

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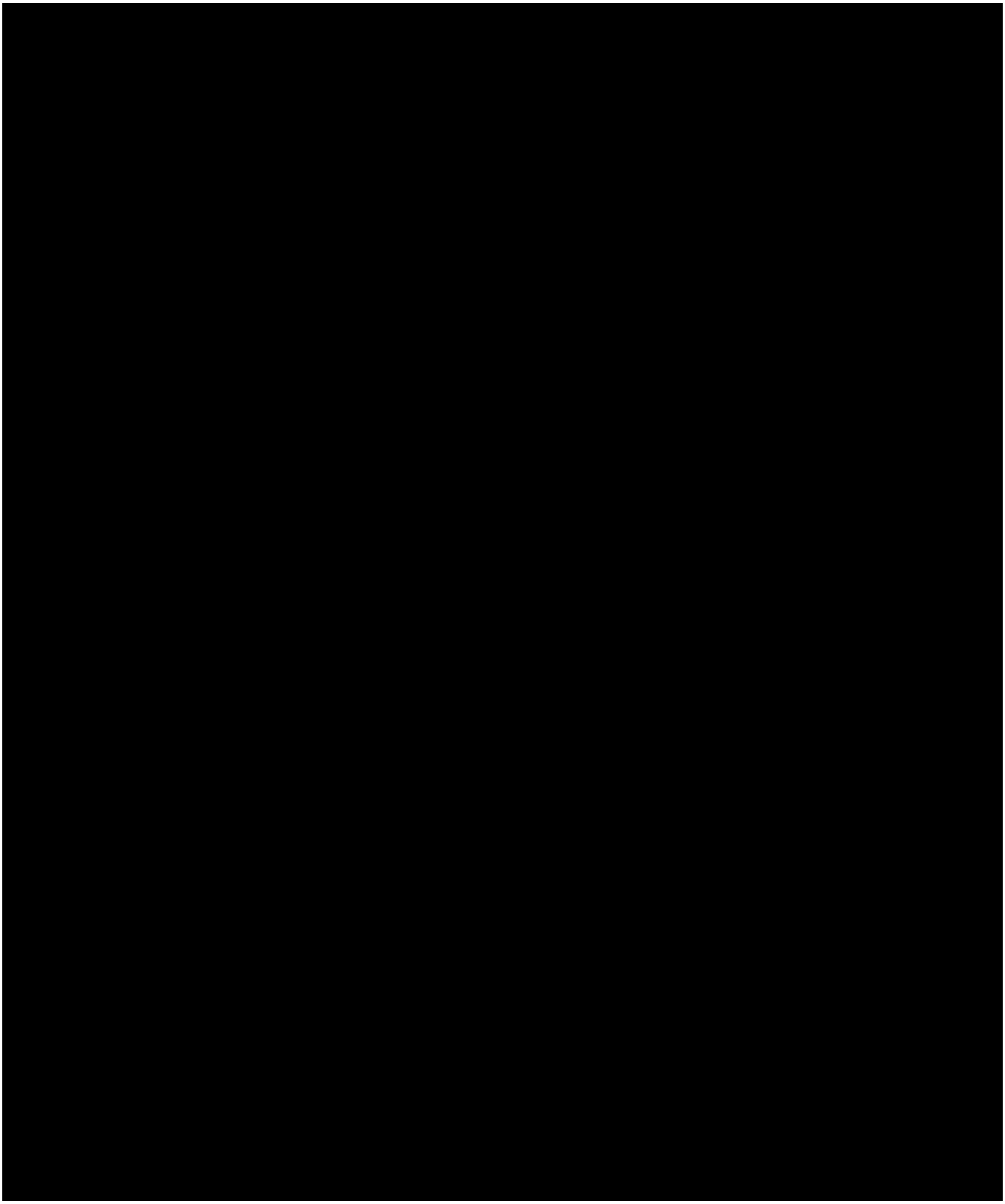
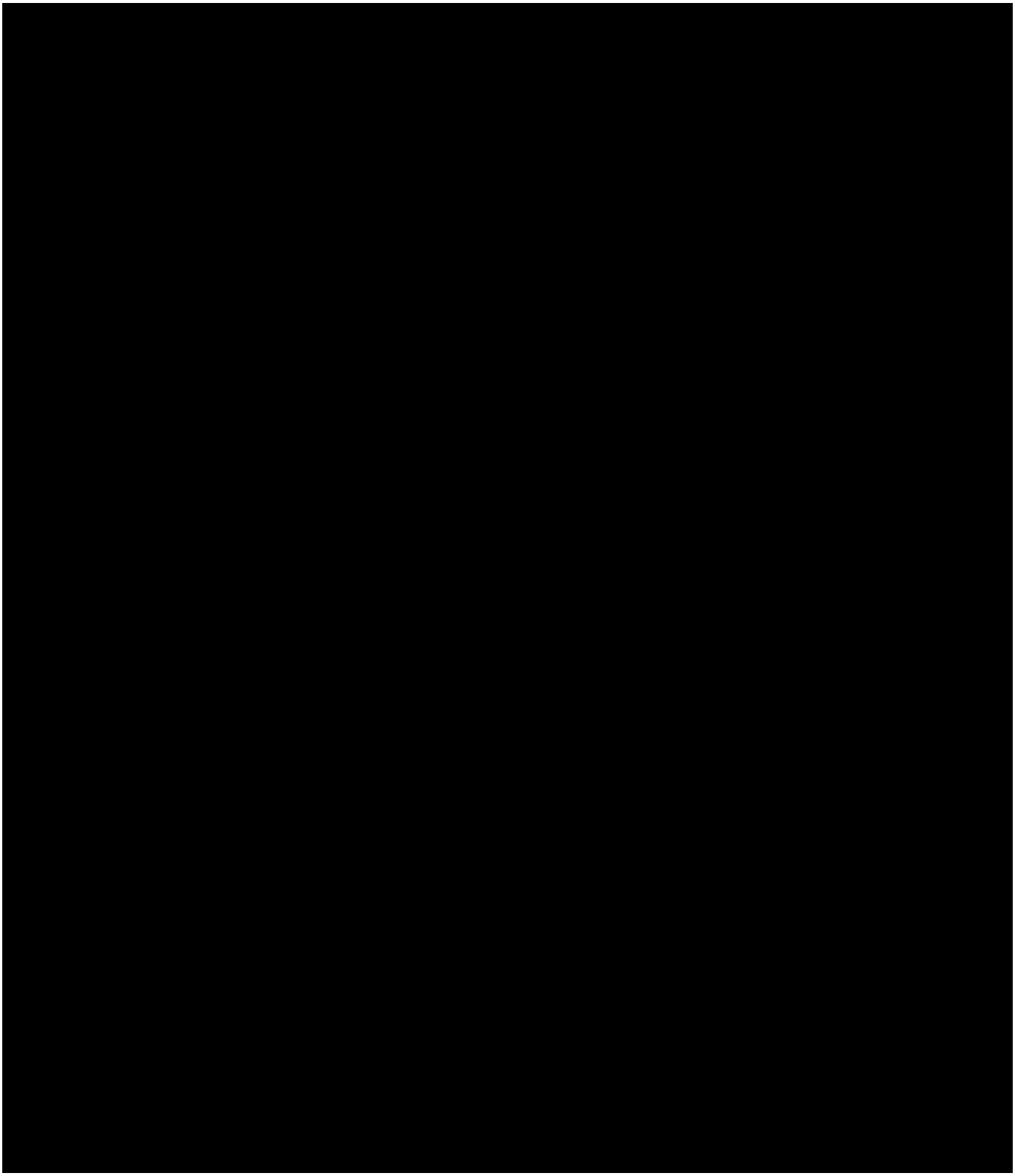
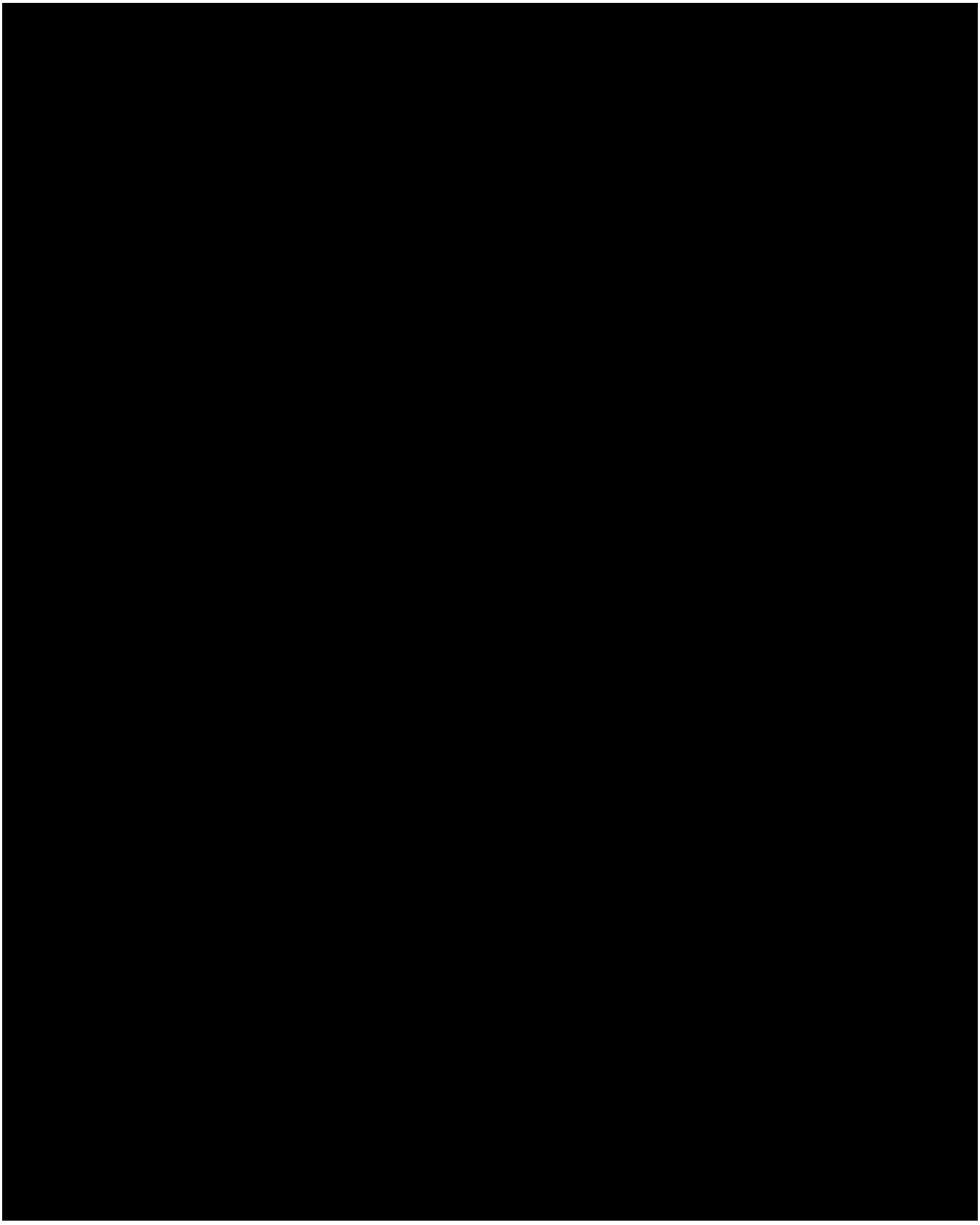
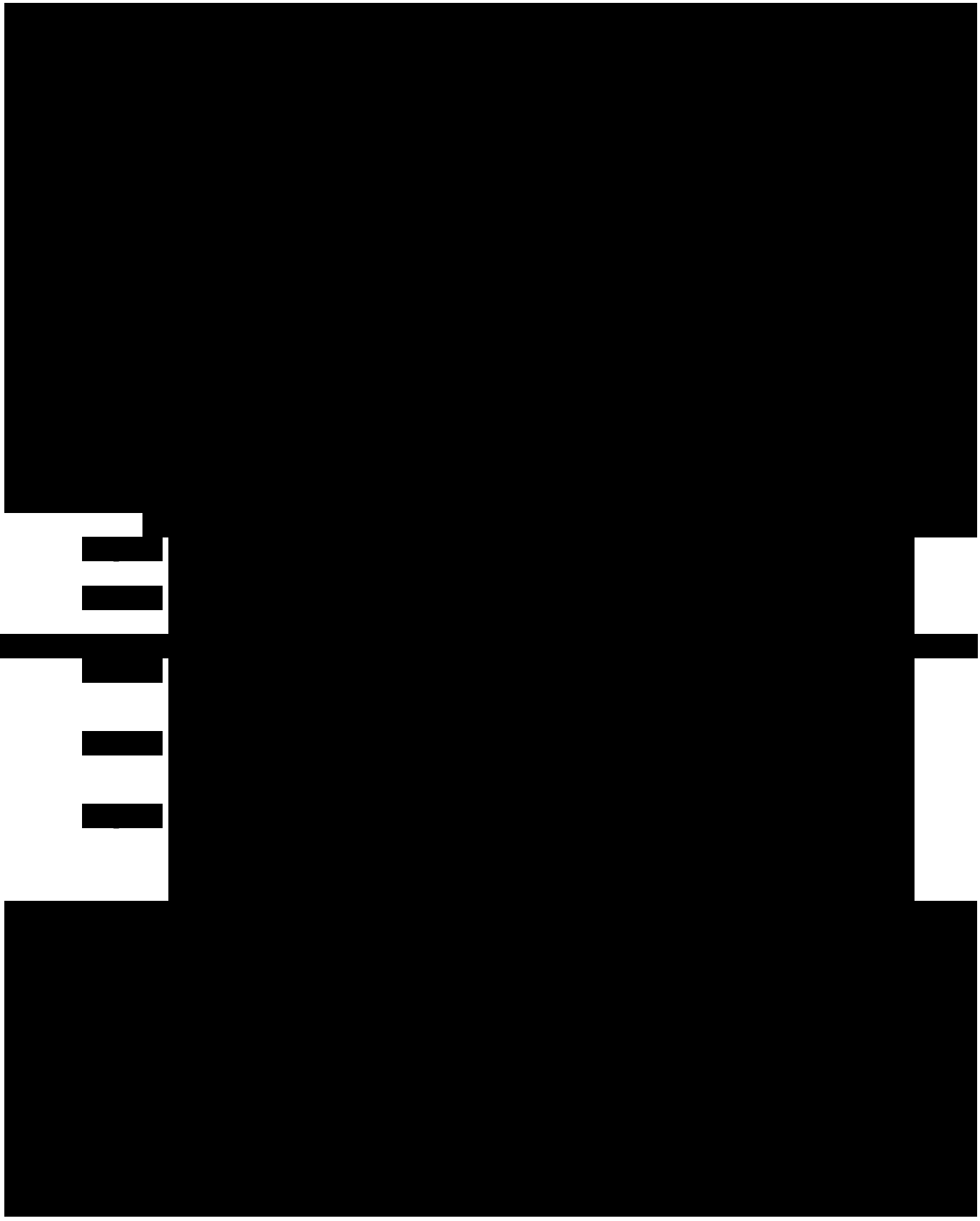


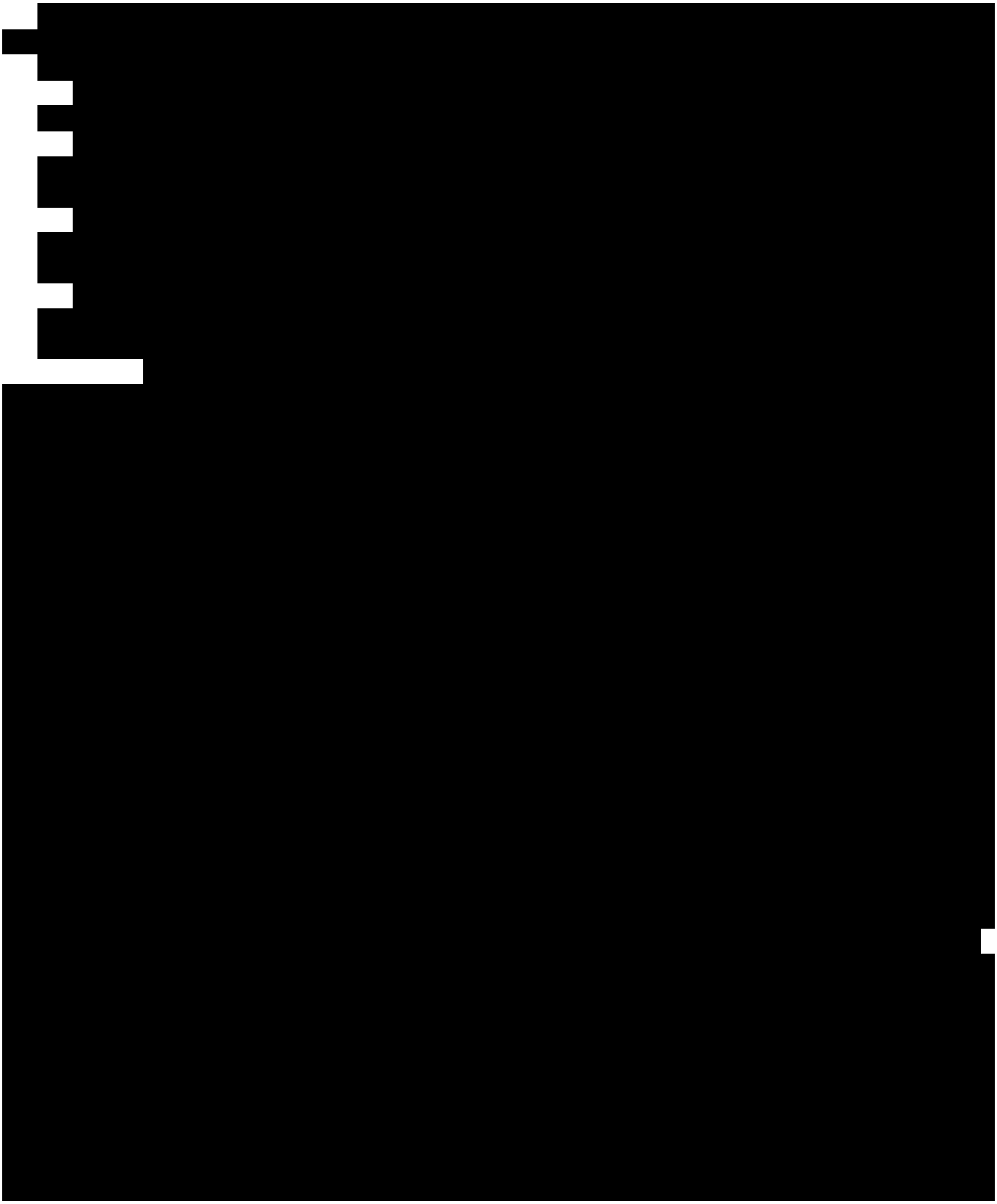


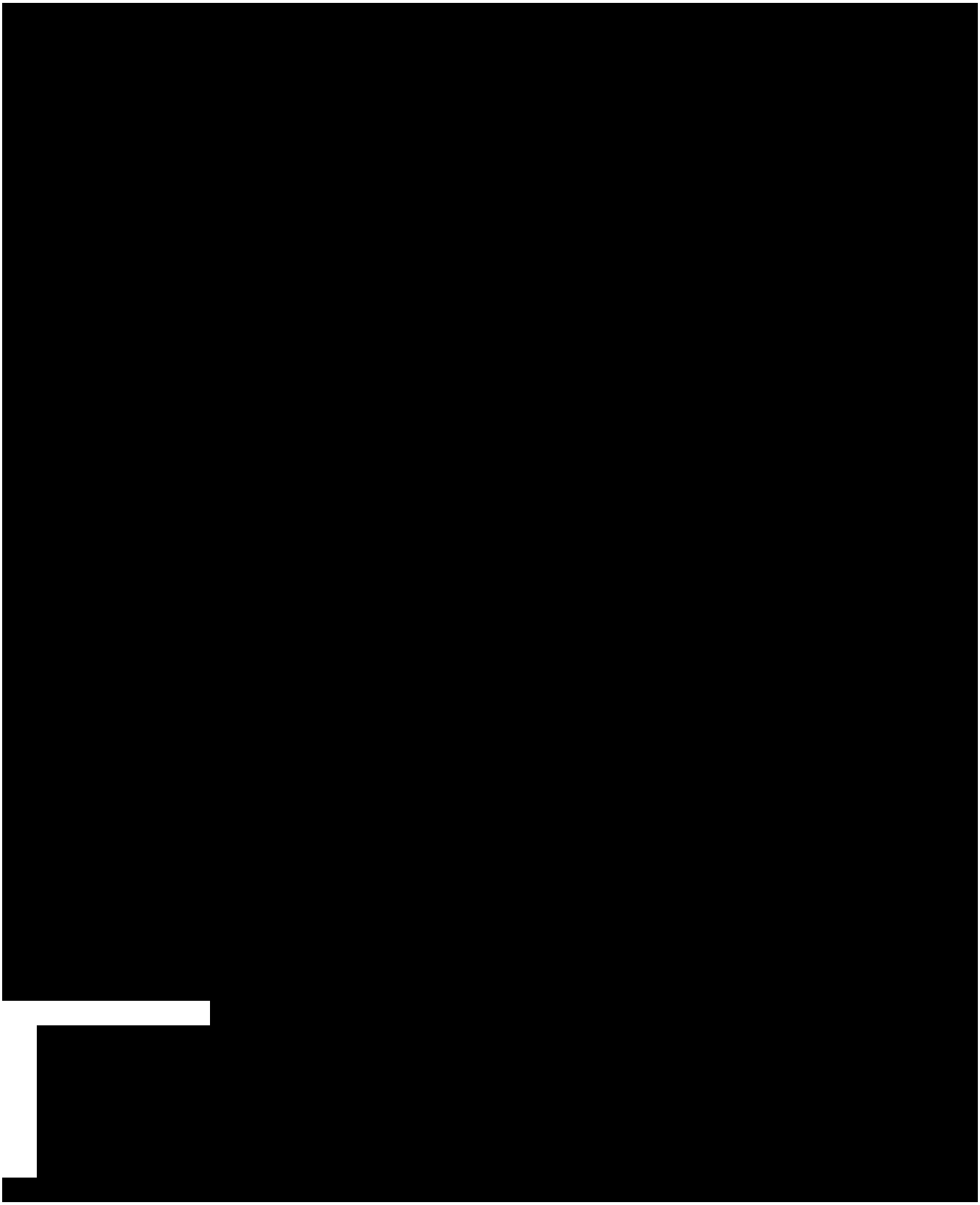
WORK BREAKDOWN STRUCTURE

, class or homeroom, grade level,









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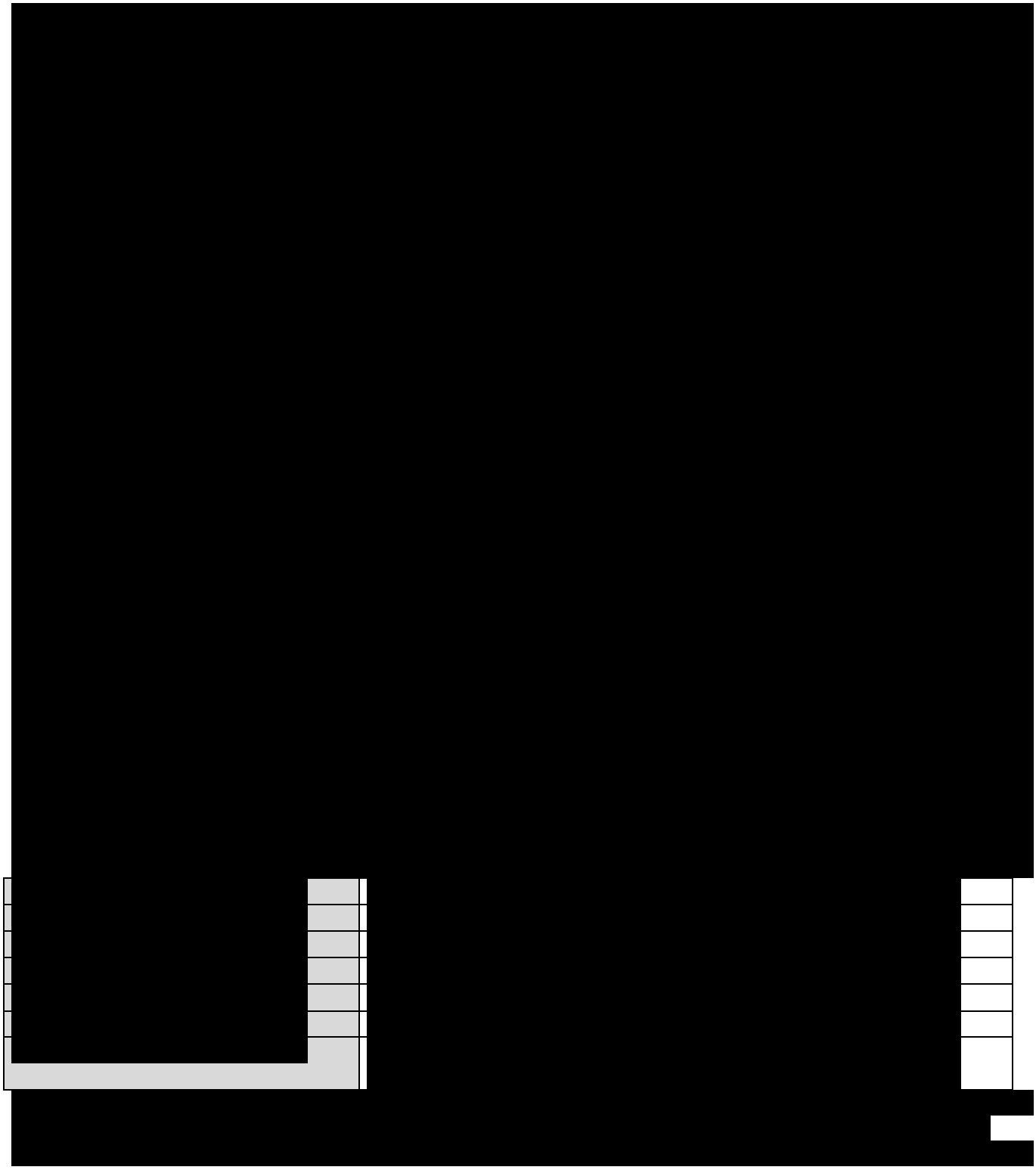
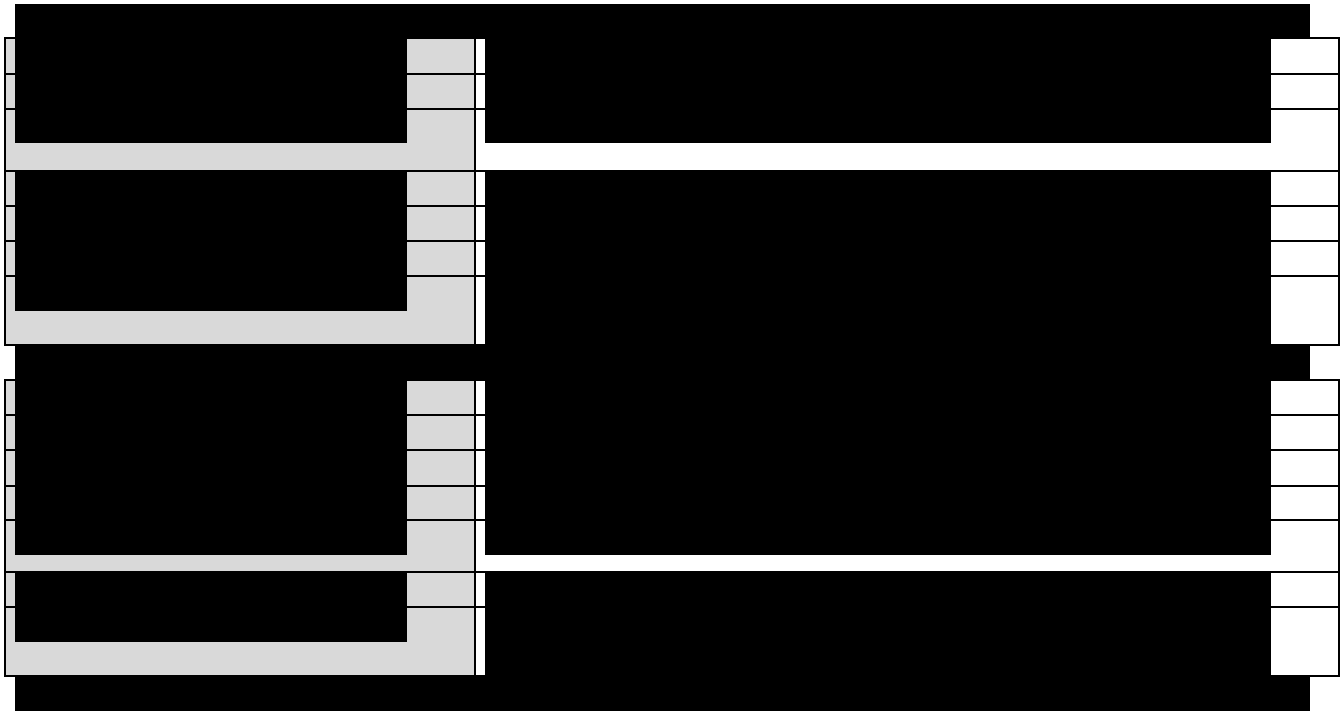




TAB 4 – OTHER INFORMATION

TRADE SECRETS AND/OR PROPRIETARY INFORMATION

The following sections of this RFP response are proprietary and confidential and shall not be subject to public disclosure under the Virginia Freedom of Information Act; we also hereby invoke the protections of Section 2.2-3700 of the Code of Virginia.

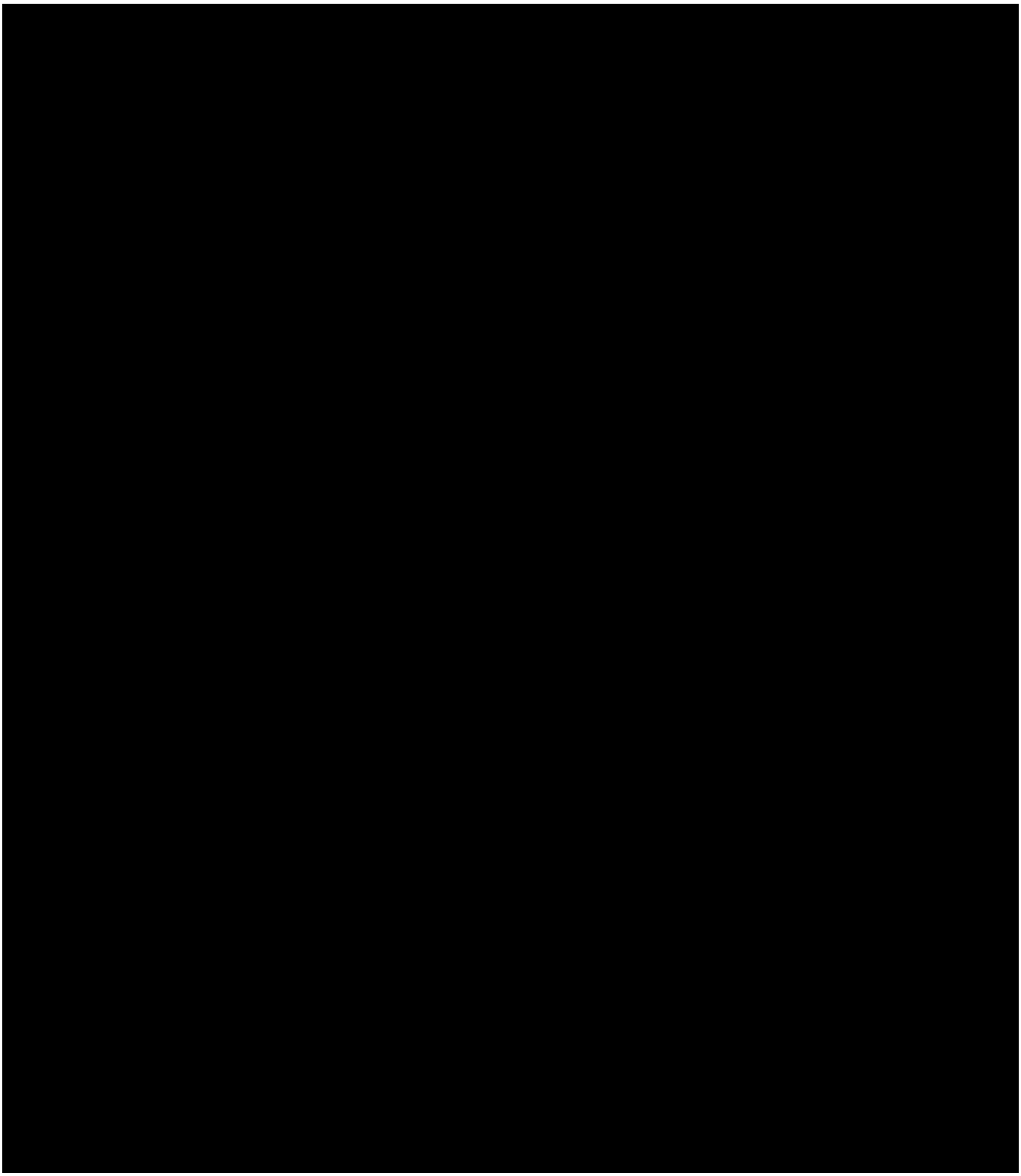
- Tab 3 – Written Narrative
- Tab 4 – Licensing Agreement
- Tab 7 – Attachment 3 – Assessment Description Templates
- Tab 8 – Exhibit 1.2
- Tab 9 – Exhibit 4.2
- Tab 10 – Exhibit 4.4
- Tab 11 – Exhibit 5.2
- Copies of Assessments Binder

OWNERSHIP OF MATERIAL / VIRGINIA FREEDOM OF INFORMATION ACT

Consulting, Services and Solutions Group, Inc. retains all copyrights, patent rights to all papers, reports, forms, materials, creations, or inventions pre-owned, developed and used to satisfy the needs and requirements of the school division with its commercial-off-the-shelf software product and all derivative works.

STANDARDS OF LEARNING ASSESSMENT RESOURCE XII SUITE LICENSE AGREEMENT

The licensing terms and conditions are found on the next pages.



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TAB 5 – ATTACHMENT 1 – SMALL BUSINESS SUBCONTRACTING PLAN

Definitions

Small Business: ―Small business‖ means an independently owned and operated business which, together with affiliates, has 250 or fewer employees, or average annual gross receipts of $10 million or less averaged over the previous three years. Note: DMBE-certified women- and minority-owned businesses shall also be considered small businesses when they have received DMBE small business certification.

Women-Owned Business: Women-owned business means a business concern that is at least 51% owned by one or more women who are citizens of the United States or noncitizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest is owned by one or more women who are citizens of the United States or noncitizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or noncitizens who are in full compliance with the United States immigration law.

Minority-Owned Business: Minority-owned business means a business concern that is at least 51% owned by one or more minority individuals or in the case of a corporation, partnership or limited liability company or other entity, at least 51% of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

All small businesses must be certified by the Commonwealth of Virginia, Department of Minority Business Enterprise (DMBE) to participate in the SWAM program. Certification applications are available through DMBE online at www.dmbe.virginia.gov (Customer Service).

Offeror Name: Consulting, Services and Solutions Group, Inc.
Preparer Name: Ernie Satterwhite **Date:** October 29, 2012

Instructions

A. If you are certified by the Department of Minority Business Enterprise (DMBE) as a small business, complete only Section A of this form. This shall include DMBE-certified women-owned and minority-owned businesses when they have received DMBE small business certification.
B. If you are not certified by DMBE as a small business and plan to subcontract part of this contract with a DMBE certified business, complete only Section B of this form.
C. If you are not certified by DMBE as a small business and cannot identify any subcontracting opportunities to subcontract part of this contract with a DMBE-certified business, only provide the information requested in Section C of this form.

Section A

If your firm is certified by the Department of Minority Business Enterprise (DMBE), are you certified as a (**check only one below**):

Small Business
_____ Small and Women-owned Business
_____ Small and Minority-owned Business

Certification number: Certification date:

Section B

Populate the table below to show your firm's plans for utilization of DMBE-certified small businesses in the performance of this contract. This shall include DMBE-certified women-owned and minority-owned businesses that meet the small business definition and have received the DMBE small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc.

B. Plans for Utilization of DMBE-Certified Small Businesses for this Procurement

Small Business Name & Address **DMBE Certificate #**	**Status if Small Business is also: Women (W), Minority (M)**	**Contact Person, Telephone & E-mail**	**Type of Goods and/or Services**	**Planned Contract Involvement**	**Planned Annual Contract Dollar Expenditure Amount**
Teacher's Pet; An Education Consulting Practice, LLC 5104 Oakland Way Camp Springs, Maryland 20746 DMBE Certificate # 694592	M	Ms. Lydia Thompson 301-792-9934	K-12 Education Consulting and Professional Services	10 %	10% of annual contract dollar expenditure amount.
McJordan Consulting Services & Facilities Solutions Group, LLC 10577 Campus Way South, Upper Marlboro, MD 20774 DMBE Certificate # 694625	M	Mr. William McCreary (301) 758-6693	Professional Services	10%	10% of annual contract dollar expenditure amount.
Totals $					

Section C

Respond to how your business has met or exceeded at least two of the following indicators within the past 24 months. Your response may include any good faith efforts made regarding this procurement.

C. Good Faith Effort Indicators by the Offeror

1. Identify areas of work your business has subcontracted to DMBE-certified small businesses for other contracts. Include company names, dates, dollar amounts, and percentages on a per contract basis.

2. List research efforts conducted by your business in the past to locate DMBE-certified small businesses by advertising in publications or in the classified section of the newspaper where small businesses are likely to see it. List specific publications and dates.
3. List small business outreach meetings, conferences, or workshops conducted by your firm to locate DMBE-certified small businesses—including the dates, participation numbers, and results.

4. Provide documented correspondence (i.e., certified mail, e-mail, receipt of fax transmissions, etc.) to small businesses from the lists provided by DMBE and other outreach agencies and organizations which indicates your solicitation of such for utilization of subcontracting opportunities on other contracts for which your business has competed.

5. List areas of work which your business has subcontracted with DMBE-certified small businesses for upcoming contracts—including the name of the business, certification number, dates, dollar amounts, and percentages on a per contract basis.

6. Provide documentation of any assistance offered to interested small businesses in obtaining bonds, lines of credit, and/or insurance for any present or past contracts your business has in place.

7. Provide documentation of follow-up on initial contacts with DMBE-certified small businesses (e.g., telephone call logs, e-mails, certified letters, etc.). Be sure to list the small business name and dates of contact.

TAB 6 – ATTACHMENT 2 – STATE CORPORATION COMMISSION FORM

Virginia State Corporation Commission (SCC) registration information. The offeror:

☑ Consulting, Services and Solutions Group, Inc. is a corporation or other business entity with the following SCC identification number: 0492558-2

-OR-

☐ is not a corporation, limited liability company, limited partnership, registered limited liability partnership, or business trust **-OR-**

☐ is an out-of-state business entity that does not regularly and continuously maintain as part of its ordinary and customary business any employees, agents, offices, facilities, or inventories in Virginia (not counting any employees or agents in Virginia who merely solicit orders that require acceptance outside Virginia before they become contracts, and not counting any incidental presence of the offeror in Virginia that is needed in order to assemble, maintain, and repair goods in accordance with the contracts by which such goods were sold and shipped into Virginia from offeror's out-of-state location) **-OR-**

☐ is an out-of-state business entity that is including with this proposal an opinion of legal counsel which accurately and completely discloses the undersigned offeror's current contacts with Virginia and describes why those contacts do not constitute the transaction of business in Virginia within the meaning of § 13.1-757 or other similar provisions in Titles 13.1 or 50 of the Code of Virginia.

****NOTE**** >> Check the following box if you have not completed any of the foregoing options but currently have pending before the SCC an application for authority to transact business in the Commonwealth of Virginia and wish to be considered for a waiver to allow you to submit the SCC identification number after the due date for proposals (the Commonwealth reserves the right to determine in its sole discretion whether to allow such waiver).

TAB 7 – ATTACHMENT 3 – ASSESSMENT DESCRIPTION TEMPLATES

Offeror Name: Consulting, Services and Solutions Group, Inc.

Proposed Assessment Name: Standards of Learning Assessment Resource

Content Area(s) and Grade Level(s) Assessed: English 2 – 11; Mathematics 2 – 8, Algebra 1, Algebra 2, Geometry; Science 3 – 6, Life Science, Physical Science, Earth Science, Biology and Chemistry; History 2 - 3 Virginia Studies, US History 1, US History 2, Civics and Economics, World History 1, World History 2, World Geography, US and VA History.

Section 1: Overview of Tests

Requirement:
1.1 Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.

The specific grade(s) and subject area(s) covered by each assessment and the overview of the content skills measured are provided below.

Grade(s)	**Subject Area Covered**
Grades 2 – End of Course	Mathematics
Grades 2 – End of Course	English (Reading/Writing)
Grades 3 – End of Course	Science
Grades 2 – End of Course	History

Overview of the Content and Skills Measured

The content, knowledge and essential skills that are measured for each content area are as follows:

- **Math Grade 2 – End of Course Content Area Skills Measured are:** The Virginia Mathematics Standards and the associated cross-walked bulleted Essential Knowledge and Skills of the Virginia Curriculum Frameworks are measured for this content area, complimented with cognitive skill measurement, since each item on the assessment forms are also aligned to Bloom's Taxonomy;

- **English Grade 2 – End of Course Content Area Skills Measured are:** The Virginia English Standards and the associated cross-walked bulleted Essential Knowledge, Skills and Processes of the Virginia Curriculum Frameworks are measured for this content area, complimented with cognitive skill measurement, since each item on the assessment forms are also aligned to Bloom's Taxonomy;

- **Science Grade 3 – End of Course Content Area Skills Measured are:** The Virginia Science Standards and the associated cross-walked bulleted Essential Knowledge, Skills and Processes of the Virginia Curriculum Frameworks for each grade level are measured for this content area, complimented with cognitive skill measurement, since each item on the assessment forms are also aligned to Bloom's Taxonomy;

Requirement:

- **History Grade 2 – End of Course Content Area Skills Measured are:** The Virginia History Standards and the associated cross-walked bulleted Essential Knowledge, Skills and Processes of the Virginia Curriculum Frameworks are measured for this content area, complimented with cognitive skill measurement, since each item on the assessment forms are also aligned to Bloom's Taxonomy;

The types of test items used are:

- **Multiple Choice:** Math (Grades 2-EOC) , Reading/Writing (Grades 2-EOC) , Science (Grades 2 – EOC), History (Grades 3 – EOC)
- **Fill in the Blank:** Math (Grades 3- EOC) **Note:** Being expanded to all contents areas.
- **Drag and Drop:** Math (Grades 3 – EOC) **Note:** Being expanded to all content areas.
- **Hot Spot:** Math (Grades 3 – EOC) **Note:** Being expanded to all content areas.
- **Online Writing Tool:** Writing (Grades 5, 8, EOC)

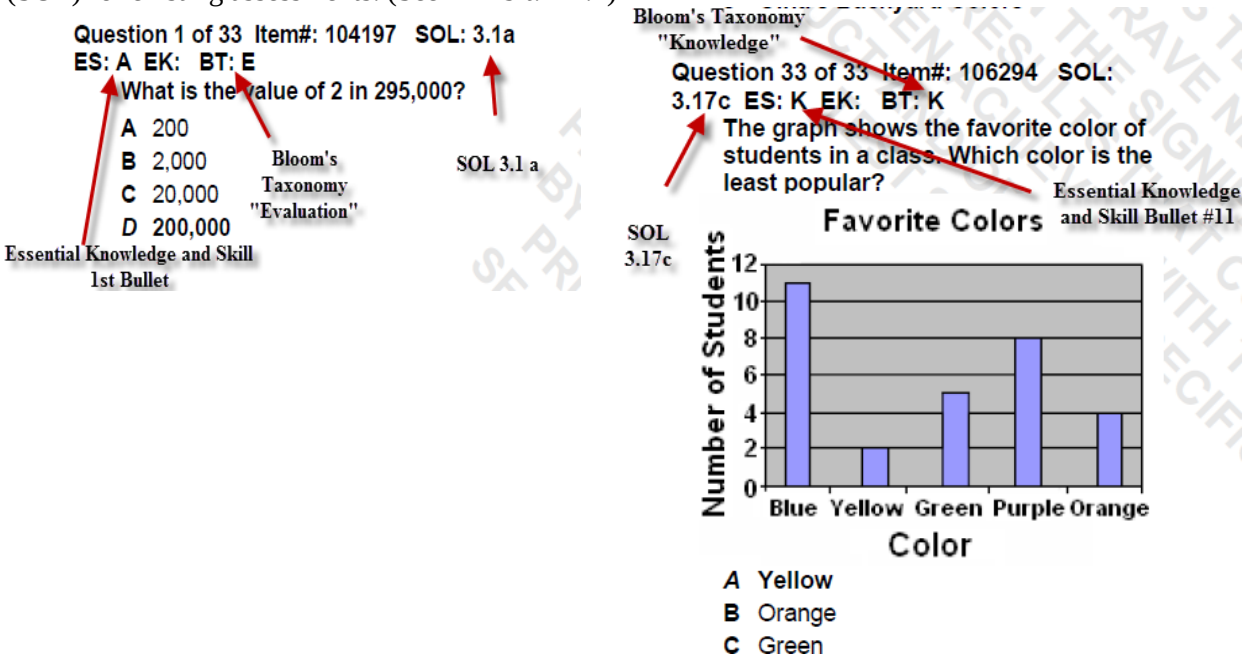
Modes of Delivery are:

- Online
- Paper and Pencil
- Clicker Technologies (2013/2014 Academic Year)

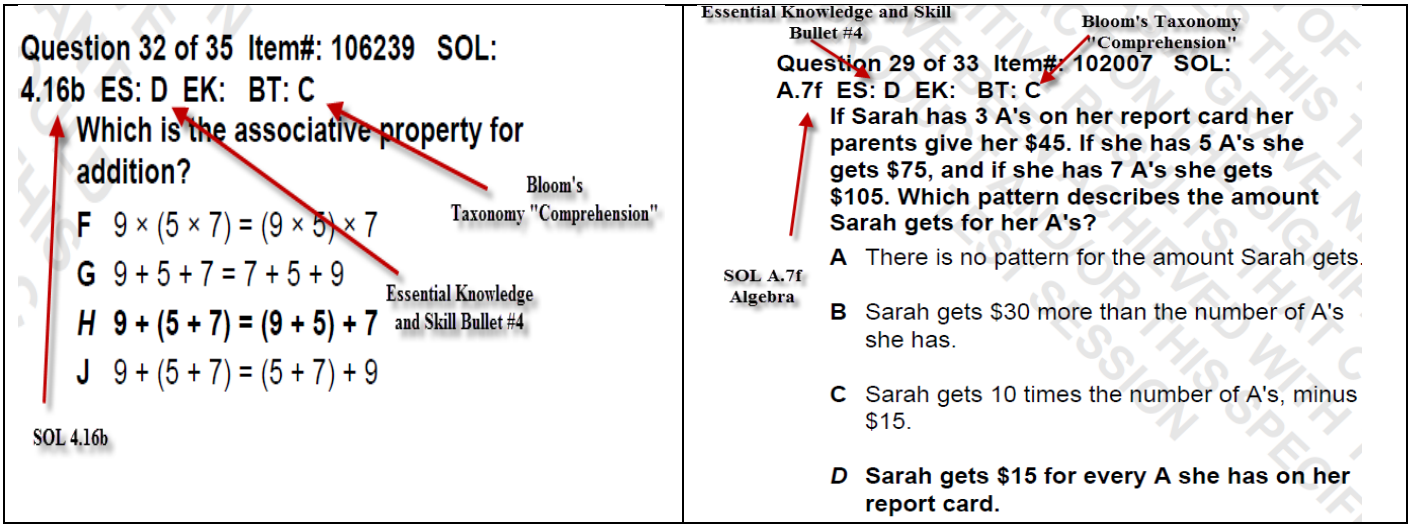
Equivalent forms assessment formulation is available, including short forms or screeners.

Requirement:
1.2 Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.

The following provides evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. (See Exhibit: # 1.2)



The following provides additional evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. (See Exhibit: # 1.2)



Section 2: Technical Characteristics

Requirement:
2.1 Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).
CSSG developed and continuously develop items/questions banks and assessments that are aligned to the Standards of Learning for each content area, further we develop each item and assessment, assuring alignment of each item to a specific Essential Knowledge and Skills bullet of the Curriculum Frameworks cross-walked to the SOL strands of each content area, as well as Bloom's Taxonomy levels have been assigned to each item on an assessment. Further, we have now completed the distracter rationales/justifications for each item in the Math, English and Science content areas. We will complete History during the 2013/14 academic year. This aforementioned level of detail alignment allows our assessments, and the assessment results to address the validity of using the assessment results to support inferences about effectiveness of teachers in producing growth in student performance. The assessment results reporting permits the central office staff, building administrators, instructional leaders, teachers the ability to drill down to the Essential Knowledge, Skill and Processes bullet level which supports inferences about effectiveness of in class instructional practice in producing growth in student performance at the SOL test Student Performance by Question level of the actual. Further, we conduct test item calibrations to help minimize standard error of estimation. The following KR-20, Spearman-Brown reporting for assessments are additional evidence of content, construct, concurrent and predictive validity (See Section 2.2).

Requirement:

2.2
Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.

The following provides evidence of reliability:

Test Name	Number Of Test Items	Number Of Students Tested	Coefficient Of Reliability Kuder-Richardson Formula 20	Coefficient Of Reliability Spearman-Brown Prophecy Formula
Math 3 Fall 2011	31	2267	0.823	0.903
Math 3 Spring 2012	30	930	0.811	0.895
Math 3 Winter 2012	30	2252	0.829	0.906
Math 4 Fall 2011	32	2652	0.809	0.894
Math 4 Spring 2012	31	878	0.755	0.860
Math 4 Winter 2012	31	2621	0.797	0.887
Math 5 Fall 2011	31	2630	0.798	0.888
Math 5 Spring 2012	31	769	0.774	0.872
Math 5 Winter 2012	30	2617	0.833	0.909

Test Name	Number Of Test Items	Number Of Students Tested	Coefficient Of Reliability Kuder-Richardson Formula 20	Coefficient Of Reliability Spearman-Brown Prophecy Formula
English 3 Fall 2011	26	2262	0.801	0.889
English 3 Spring 2012	30	865	0.818	0.900
English 3 Winter 2012	28	2256	0.776	0.874
English 4 Fall 2011	25	2639	0.741	0.851
English 4 Spring 2012	31	791	0.777	0.874
English 4 Winter 2012	31	2607	0.678	0.808
English 5 Fall 2011	31	2620	0.782	0.878
English 5 Spring 2012	30	771	0.821	0.902
English 5 Winter 2012	30	2601	0.734	0.847

Requirement:

Test Name	Number Of Test Items	Number Of Students Tested	Coefficient Of Reliability Kuder-Richardson Formula 20	Coefficient Of Reliability Spearman-Brown Prophecy Formula
History 3 Fall 2011	29	2248	0.734	0.846
History 3 Spring 2012	31	724	0.738	0.849
History 3 Winter 2012	28	2244	0.717	0.835
History 4 Fall 2011	30	2639	0.821	0.902
History 4 Spring 2012	32	263	0.785	0.880
History 4 Winter 2012	33	2589	0.816	0.898
History 5 Fall 2011	33	2559	0.816	0.899
History 5 Spring 2012	31	333	0.799	0.889
History 5 Winter 2012	28	2581	0.701	0.824

Requirement:

2.3
Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.

An important tenet of any valid assessment is to ensure that all students have an equal opportunity to demonstrate their knowledge and skills assessed. Our assessments are appropriate for use with student subgroups, including English language learners and students with disabilities. Our assessments do not exhibit bias toward any identified subgroups. The absence of bias in assessments is a critical success factor for assuring fairness of assessments and their use in the evaluation of teachers. Bias takes numerous forms including but not limited to language and terms, presentation of stereotypes and incorporation of concepts in assessments that are insensitive, offensive or negative to any one group or groups. Our item development avoids bias, and reinforcement of stereotypes about groups. As shown in the assessment report below, we are able to determine if an assessment is bias by subgroup. The report below shows the results of White Students vs. Black Students assessment results for the same assessment for Math Grade 5 for Fall 2011 for a specific school building. We are also able to conduct reports by individual test item assigned to an assessment to determine if their bias on an item level.

School : Virginia-Elementary - White Students			Advanced	Proficient	Below Proficient
Test Session Name/Version	**Course Content**	**Student Grade Level**	**# of Students 79+%**	**# of Students 61 - 78%**	**# of Students <60%**
Math 5 Fall 2011	Mathematics	05	9	7	3
School : Virginia Elementary - Black Students			Advanced	Proficient	Below Proficient
Test Session Name/Version	**Course Content**	**Student Grade Level**	**# of Students 79+%**	**# of Students 61 - 78%**	**# of Students <60%**
Math 5 Fall 2011	Mathematics	05	22	37	10

Requirement:

2.4
Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.

Evidence that the assessments include items of varying difficulty to assure accurate measurement of student achievement across the ability continuum is provided with Difficulty Factor reporting.

Test Name		Number Of Test Items	Number Of Students Tested
Math 3 Fall 2011		31	2419
Item#	**Item Text**		**Difficulty Factor Correct Response**
1	What is the value of 6 in 560,982?		0.87
2	An elementary school has 489 female students and 457 male students. How many total students does the school have?		0.87
3	How is 138,351 written in word form?		0.84
4	The population of Woodville is 652. The population of Milltown is 163. How much larger is Woodville than Milltown?		0.56
5	Which number has a six; in the ones place, a five in the tens place, and a three in the hundreds place?		0.90
6	There are 3,479 fans at the game. 1,792 fans leave before the game ends. How many fans are left at the end of the game?		0.75
7	Which statement is *NOT* true about the graph?		0.77
8	The graph shows the favorite color of students in a class. Which color is the most popular?		0.98
9	Mrs. Komar made the graph below. Which *BEST* explains how Mrs. Komar made the graph?		0.73
10	Which *BEST* compares 6,381 and 6,831?		0.70

Requirement:

Continuation of 2.4:

Test Name	Number Of Test Items	Number Of Students Tested
Math 4 Fall 2011	32	2810

Item#	Item Text	Difficulty Factor Correct Response
17	**Solve the problem below.** **45,789 - 2,099 = ___**	0.79
18	**Which list of words could be used as a collection of data for a graph?**	0.75
19	**Sally took a survey of the kids in her class favorite type of juice. She predicted that more kids would pick apple than grape. Study the graph. Which statement is true?**	0.94
20	**Which *BEST* describes the difference of 37,601 and 9,802?**	0.47
21	**The graph shows how many people visited the zoo for 4 months.** **Which statement about the graph is true?**	0.41
22	**What is 9,008,015 in written form?**	0.89
23	**Gerome asked the students in his school about the year they were born. The results are given below.** **• 1998: 28 students** **• 1997: 40 students**	0.93

Section 3: Use of Assessment as a Measure of Growth

Requirement:

3.1
Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.

Grayson County Schools Division is using the scores resulting from our assessments as measures of growth beginning this academic year (2012/13). The contact for the school division is Mr. Steve Cornett, Director of Assessment and Instruction (276) 773-2831.

Requirement:

3.2
Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.

The methodology we use to measure growth employs a vertical scale since the adjacent grade level SOL strands, Essential Knowledge, Skills and Understanding have substantial overlap or articulation in content. Below provides a rough example of the graph representation of the methodology incorporated in our system and currently used for SOL data providing a quick teacher snap shot of student growth compared to an Academic Peer Group Median SOL scaled score along with assessment data and/or along with actual SOL Student Performance By Question results data.

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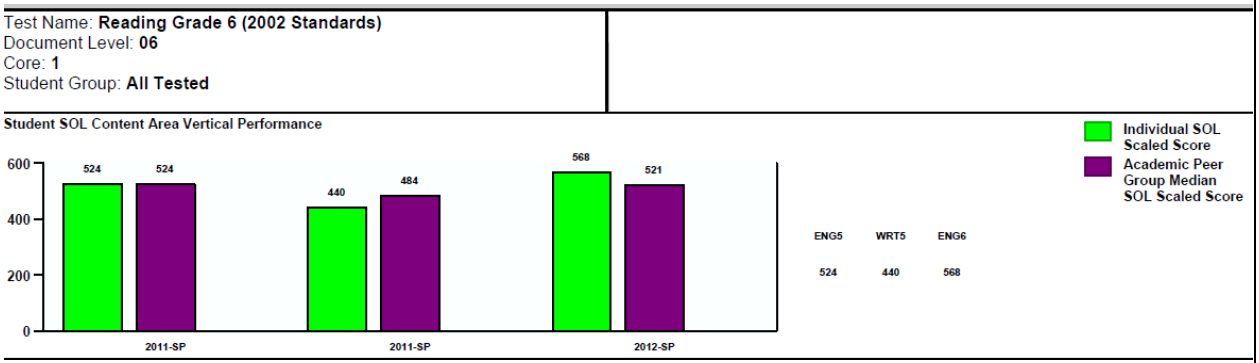


The methodology allows for the longitudinal measure of growth across academic years. The system also allows measurement of required growth to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time depending upon the scheduling implemented in a specific school. In other words, is the school building on semester or four by four block leading up to their actual SOL testing.

Requirement:

3.3
Describe the methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items.

The methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items includes our applying the Restricted Maximum Information method to restrict the number of times an item is used, and also scrambling the order of the items on the reassessment if the division decides to use the Test and Retest methodology. The item banks of the content areas proposed allows a school division to have over three (3) different parallel

Requirement:

forms of an assessment measuring the same specific SOL strands and unique bulleted Essential Knowledge, Skills and Processes. This is possible, because we provide a large bank of items aligned to the SOL strands and their unique bulleted essential knowledge, skills and processes. This along with applying Restricted Maximum Information method will assist in our control of item exposure .

For example for the following Algebra I SOL Strand (A.8), we have over nine (9) assessment items per Essential Knowledge and Skills bullet (bullets: 1-5 or A-E):

ALGEBRA I
STANDARD A.8
The student, given a situation in a real-world context, will analyze a relation to determine whether a direct or inverse variation exists, and represent a direct variation algebraically and graphically and an inverse variation algebraically.

A. Given a situation, including a real-world situation, determine whether a direct variation exists.
B. Given a situation, including a real-world situation, determine whether an inverse variation exists.
C. Write an equation for a direct variation, given a set of data.
D. Write an equation for an inverse variation, given a set of data.
E. Graph an equation representing a direct variation, given a set of data.

Typically, we provide a minimum of nine (9) different items aligned to each SOL strand and its corresponding essential knowledge, skill and processes. This approach assures multiple forms of the assessment can be developed with different items that measure the exact same SOL strand's associated essential knowledge, skills and processes. In addition to the Restricted Maximum Information method, two methodologies of assessment can be practiced to control item exposure so that the accuracy of student's scores is not impacted by multiple exposures to the same items.

The first methodology of test-retest and scrambling of the same form is available for school division use, especially if error in the test is believed to be due to occasion or time of assessment. In other words, error in predictability is believed to be due to it being a 1st Nine Weeks assessment versus a 3rd Nine Weeks assessment, when more of the content pacing will have been delivered by teachers;

The second methodology of assessment to control item exposure and accuracy is by a division's use of a parallel form testing. One form of the test at the 1st Nine Weeks and then use of a parallel form of the test developed to be as similar to the 1st Nine Weeks form as possible in terms of the test specifications and statistical criteria. Use of parallel form will address concerns with error assumed to be due to the form used during an assessment period;

Requirement:
3.4 Describe the procedures used to validate the measures of growth.
The procedures used to validate the measures of growth includes but is not limited to assuring the items on the assessment are mapped to the SOL strands and their Essential Knowledge, Skills and Understanding of the Curriculum Frameworks, assuming they define what all students are expected to demonstrate mastery and retention by content area. Assuring the items on the assessments are mapped to the SOL strands and their Essential Knowledge, Skills and Understandings with appropriate distribution of rigor using the cognitive domains of Bloom's Taxonomy, the assessment will accurately and appropriately measure the SOLs, Essential Knowledge, Skills and Understandings that students are expected to have mastered and retained. Therefore, the student scores on the assessments will accurately reflect the measures of growth, and an individual teacher's contributions to that student's measures of growth are accurately reflected.

Section 4: Test Administration Procedures

Requirement:
4.1 Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?
There are two administration procedures necessary to produce growth scores, they are the following: • The assessment procedure necessary to produce growth scores is an assessment designed to be administered once in the fall and once in the spring, the Test and Retest methodology; or • The other option to produce growth scores is parallel form methodology, use of a parallel form of the test, developed to be as similar to the first administration form as possible in terms of the test specifications and statistical criteria.

Requirement:

4.2
Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.

The processes used for pre-identifying and/or registering students for testing are their grade level or the course assignment as per the Student Information System database.

Districts are required to provide the following data types via csv files or SIF for registering students for testing. This data is used for assigning students to test sessions, reporting and remediation.

- Student demographic
- Student class
- Employee demographic
- Teacher class

Student Demographic Data
The student demographic data provided should include the following:

- Student Number
- EIMS Student Testing Identifier Last Name
- First Name
- Date of Birth
- Grade
- Gender
- Race
- Ethnicity
- Building (school) Number
- District Number

Student Class Data
The student class data is required for assigning students to test sessions based upon their class enrollment.

- Student Number
- EIMS Student Testing Identifier (Maximum of 12 Characters)
- District Number
- School Number
- Course Name
- Course Number
- Course Section

Requirement:

Employee Demographic Data
The employee data is used for reporting purposes. Student test results are available by teacher, by class, by building and district in the Standards of Learning Assessment Resource System.

- Employee Type. Indicate one of the following:
  - T=Teacher
  - I = Instructional Leader
  - BA = Building Administrator
  - C = Building Administrator-District Wide (for Building Administrators that are associated with more than one (1) school)
  - DA = District Administrator
- Employee Number
- Last Name
- First Name
- Building (school) Number (only required for Teachers, Building Administrators & and Instructional Leaders)
- District Number

Employee Class Data
The employee class data is used for reporting and remediation purposes.

- Employee Class Number
- District Number
- School Number
- Course Name
- Course Number
- Course Section

(see Exhibit 4.2)

Requirement:

4.3
Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc.).

If paper-pencil testing will be administered, the LEA will order the scan sheets either online or via telephone for drop shipment to their specified location. If paper-based testing the school division would be responsible for supplying locally the manipulative, copies of test materials, etc.

LEAs can choose to take tests online or take paper and pencil tests. For paper and pencil tests, the LEA will be responsible for printing test booklets and scan sheets unless contracted with CSSG. LEAs will be responsible for scanning the completed student answer documents using the CSSG PC-Scan

Requirement:
Uplink Module™, which is used to automatically pre-slug (print) and scan student answer sheets into the on line Standards of Learning Assessment Resource System. The PC-Scan Uplink Module™ technology auto-fills (pre-slugs) all scannable student answer documents with all the necessary information, such as the student name, teacher or class name and section number. This powerful offering provides teachers or administrators the option of printing any created six or nine weeks benchmark assessment for paper-based student testing, after SOLAR pre-prints the student's scannable answer sheets. The PC-Scan Uplink Module™ and answer documents can be scanned using either a Scantron ScanMark 2010, 2260, 2800, 4000, or 5000 model series scanner that is connected to a Windows XP PC with a static live internet IP address with the CSSG PC-Scan Uplink Module™, which works "out of the box". The other option is the school or division has the option of mailing the scan sheets to our provisioning office for processing after the assessments have been administered. It is an LEAs option to request our pre-slugging the scan documents for testing and processing the completed scan sheets after assessment administration. The LEAs are only responsible for the purchase of the scan sheets and mailing the same to our designated location for processing if the turn-key option is exercised for paper-based testing. The answer documents are read from the scanner by the PC-Scan Uplink Module™ and uploaded to the Standards of Learning Assessment Resource System for automatic scoring and populating of the student(s) records, disaggregating the data and generating any and all of the same division, school building, classroom and student disaggregated reports available as if the student had completed the benchmark assessment via SOLAR online. All data is captured and presented in the same fashion as the on-line assessment for teacher and/or administrator pinpointing of any achievement gaps by content area by class/benchmark assessment session and by student(s) or student subgroup. The benchmark assessment results for paper-based benchmark assessment are populated in the Standards of Learning Assessment Resource System and the students' scores are available the next day. This assures that paper-based assessments are incorporated into each student's portfolio of assessments for determining proficiency and retention by content area(s) at all school sites, regardless of computer accessibility/availability, eliminating any school site or classroom becoming or remaining an island of unknowns relative to achievement gaps leading up to the actual SOL testing.

Requirement:
4.4 Provide examples of the test administration manuals to be used with the assessment(s).
Examples of the test administration manuals for the district assessments and for the separate Teacher Common assessment item bank or the option to access NWEA item banks for assessment are provided in Exhibit 4.4.

Requirement:

4.5
Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.

The assessments are hosted by CSSG. See Exhibit 4.4 for details of user interfaces for test administration by school personnel and test delivery to students.

Each school must meet the following technology requirements.

Each Windows computer must be installed with Windows XP or higher and Adobe Acrobat 8.0 or higher.

Each Apple computer must be installed with Mac OS 10 or higher, Safari 5.x or higher, with cookies and pop-ups enabled for the website: testing.cssg.com, and Adobe Acrobat 8.0 or higher installed.

Windows computers must have Internet Explorer 8 or higher installed and cookies must be enabled.

SCHOOL/CENTRAL OFFICE HARDWARE AND SOFTWARE MINIMUM RECOMMENDATIONS

SOLAR® DISTRICT ADMINISTRATOR DESKTOP HARDWARE REQUIREMENTS Windows PC	
	Intel Core i3 or above
CPU REQUIREMENTS	Minimum : 4 GB RAM
MEMORY REQUIREMENTS (RAM)	Recommended: 8 GB Ram
VIDEO DISPLAY REQUIREMENTS	Windows XP or above Internet Explorer 8 or 9 Adobe Reader 9 or above
HARD DRIVE REQUIREMENTS	Adobe Flash
The above hard drive requirements do not include the hard drive space required by the operating system or browser.	

SOLAR® TEACHER OR STUDENT DESKTOP HARDWARE REQUIREMENTS Windows PC/Laptop	
	P III 733 MHz or Above
CPU REQUIREMENTS	Minimum: 2 GB RAM
MEMORY REQUIREMENTS (RAM)	Recommended: 4 GB Ram
VIDEO DISPLAY REQUIREMENTS	Windows XP or above Internet Explorer 8 or 9 Adobe Reader 9 or above
HARD DRIVE REQUIREMENTS	
The above hard drive requirements do not include the hard drive space required by the operating system or browser.	

Requirement:

SOLAR® TEACHER OR STUDENT DESKTOP HARDWARE MINIMUM REQUIREMENTS Apple Macintosh	
	Recommendation
CPU REQUIREMENTS	**iMac G4 or better**
MEMORY REQUIREMENTS (RAM)	**256 MB or better**
VIDEO DISPLAY REQUIREMENTS	**SVGA 1024 X 768 or better**
HARD DRIVE REQUIREMENTS	**1 Gigabyte or more free space**
The above hard drive requirements do not include the hard drive space required by the operating system or browser.	

Requirement:

4.6
Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.

The accommodations available to students with disabilities and limited English proficiency are read aloud administration with a non-randomized online assessment administration or paper and pencil administration. During the 2013/14 academic school year, we will expand the deployment of our clicker technology offerings as a third accommodation to eligible students.

Requirement:

4.7
Describe procedures for completed student tests to be submitted for scoring and reporting purposes.

The procedures for completed online student tests to be submitted for scoring and reporting purposes is the students click the submit test button similar to what is provided to students during online SOL testing.

The procedures for completed paper-based student tests to be submitted for scoring and reporting purposes is the students scan sheets are scanned and scored immediately upon scanning by the school site or school division central office. Another option is for school divisions to order pre-slugged scan sheets and upon student completion, the scan sheets are transmitted to our processing center for scoring within 24 hours of receipt.

The third option is using clicker technology for submitting the tests for scoring and reporting purposes. This functionality will be expanded to all divisions under this agreement during the 2013/14 academic school year.

Requirement:
Student tests taken on-line are scored within three (3) business hours. Once the student tests are taken on-line, they are automatically scored and no further action is required by the LEA. Paper and pencil tests must be scanned into the on-line Standards of Learning Assessment Resource System using the CSSG PC-Scan Uplink Module™. The LEA is responsible for using the PC-Scan Uplink Module™ to scan and upload the results into the Standards of Learning Assessment Resource System unless contracted with CSSG to upload the scan sheets. Scanned student scores will be available within the next business day. Once the results are available in the Standards of Learning Assessment Resource System, administrators and teachers can run a variety of reports. Please see section 4.3 for additional information regarding the CSSG PC-Scan Uplink Module™.

Section 5 : Scoring and Reporting

Requirement:
5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.
The scoring procedures for all items types and test forms administered is as follows: **Multiple Choice:** The scoring procedure for this item type includes one correct or most defensible answer; **Fill in the Blank:** The scoring procedure for this item type includes one correct answer; **Drag and Drop:** The scoring procedure for this item type is it includes one or more correct or defensible answers; **Hot Spot:** The scoring procedure for this item type is it includes one or more correct or defensible answers; **Graphing:** The scoring procedure for this item type is it includes one or more correct or defensible answers; **Online Writing Tool:** The scoring procedure for this item type is the published Department of Education Rubric for manual scoring of a student's writing. The implemented quality control measure includes, but is not limited to on-going item analysis reporting, reviews and item calibrations.

Requirement:
5.2 Describe the type of reporting provided (e.g., static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.
The types of reporting provided include dynamic, electronic on screen reporting and/or paper-based pint-outs. The reporting is detailed to the test-level, item-level, strand-level, Essential Knowledge, Skills and Processes bullet level, Bloom's Taxonomy Level. The timelines for score report availability to divisions at all levels (Central Office, Building Administrator, Teacher, and Instructional Leader level) is immediately after student testing is complete each day. The score reports are accessed and/or obtained online, through the secure system interface. See Exhibit 5.2 for samples of student, class, school, and division score reports and sample record layouts for electronic data files.

Requirement:
5.3 Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.
The data tools available to school division staff for analysis of data and the creation of customized reports includes but is not limited to the online ReportMill data tools available on the hosted platform that allows for generation of customized reports and standard reports. The system also allows the export of data in Excel /CVS format for further manipulation and/or customization of reporting with external reporting tools.

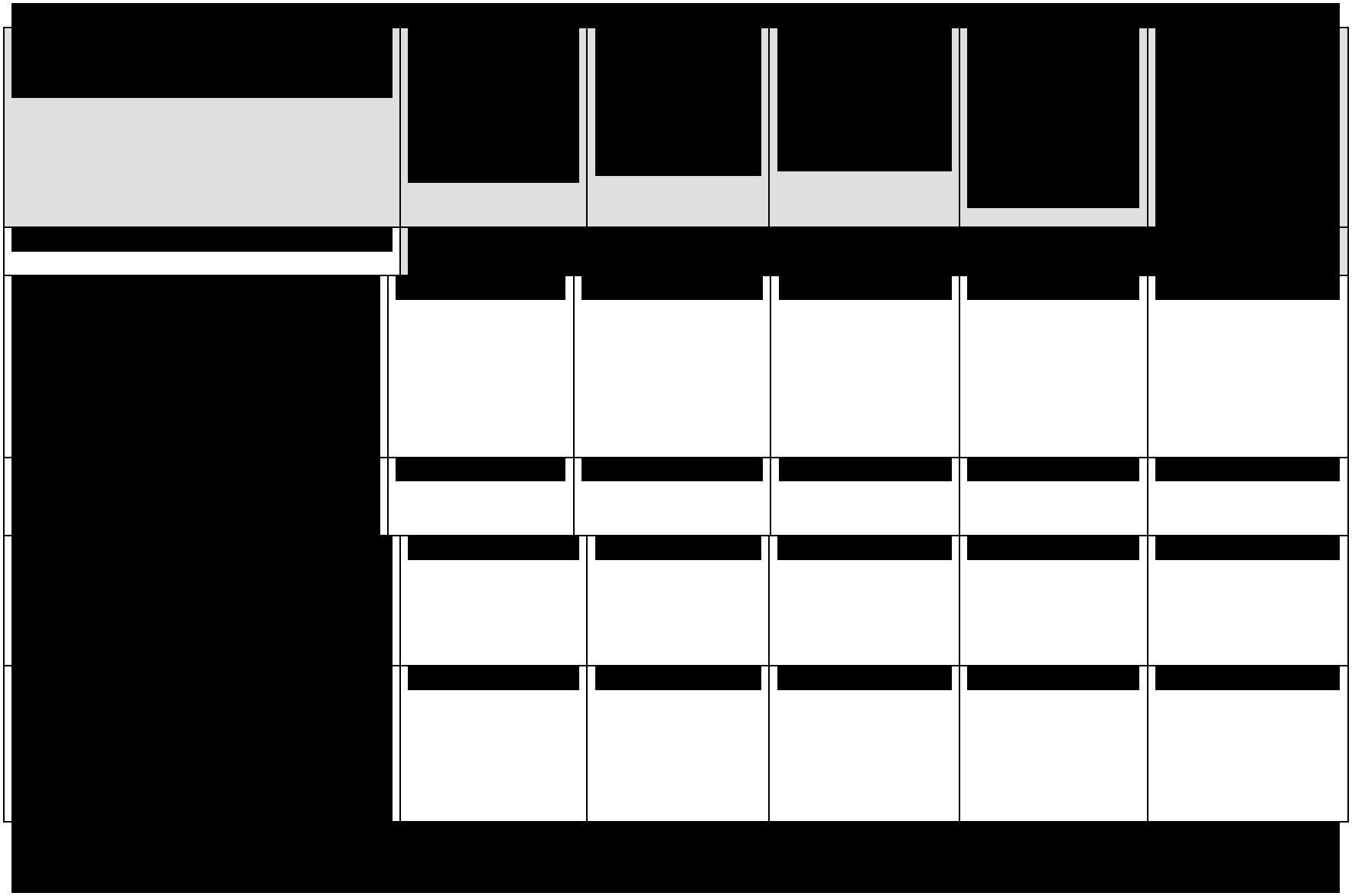
TAB 8 – EXHIBIT 1.2

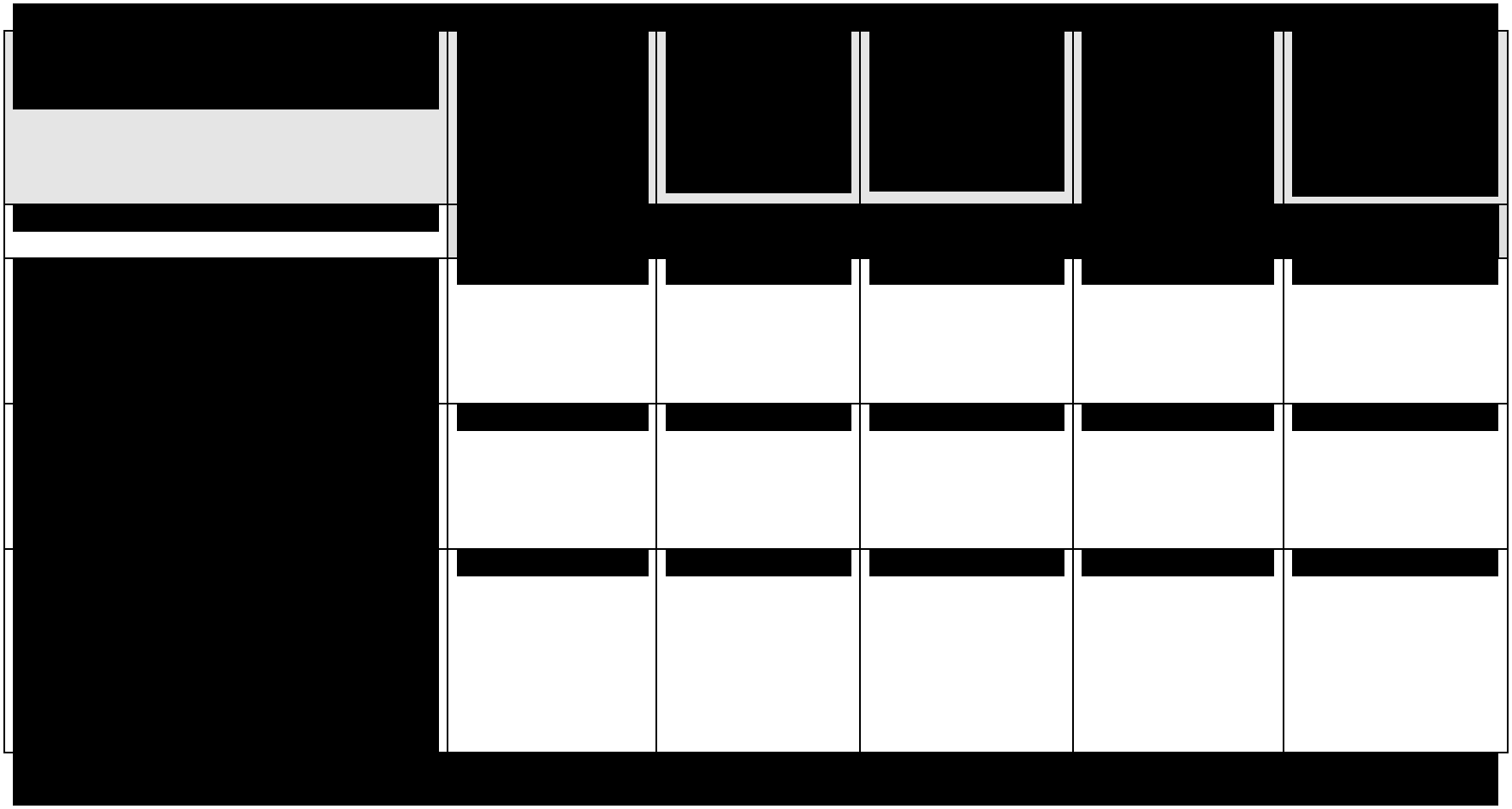
Blue prints for:

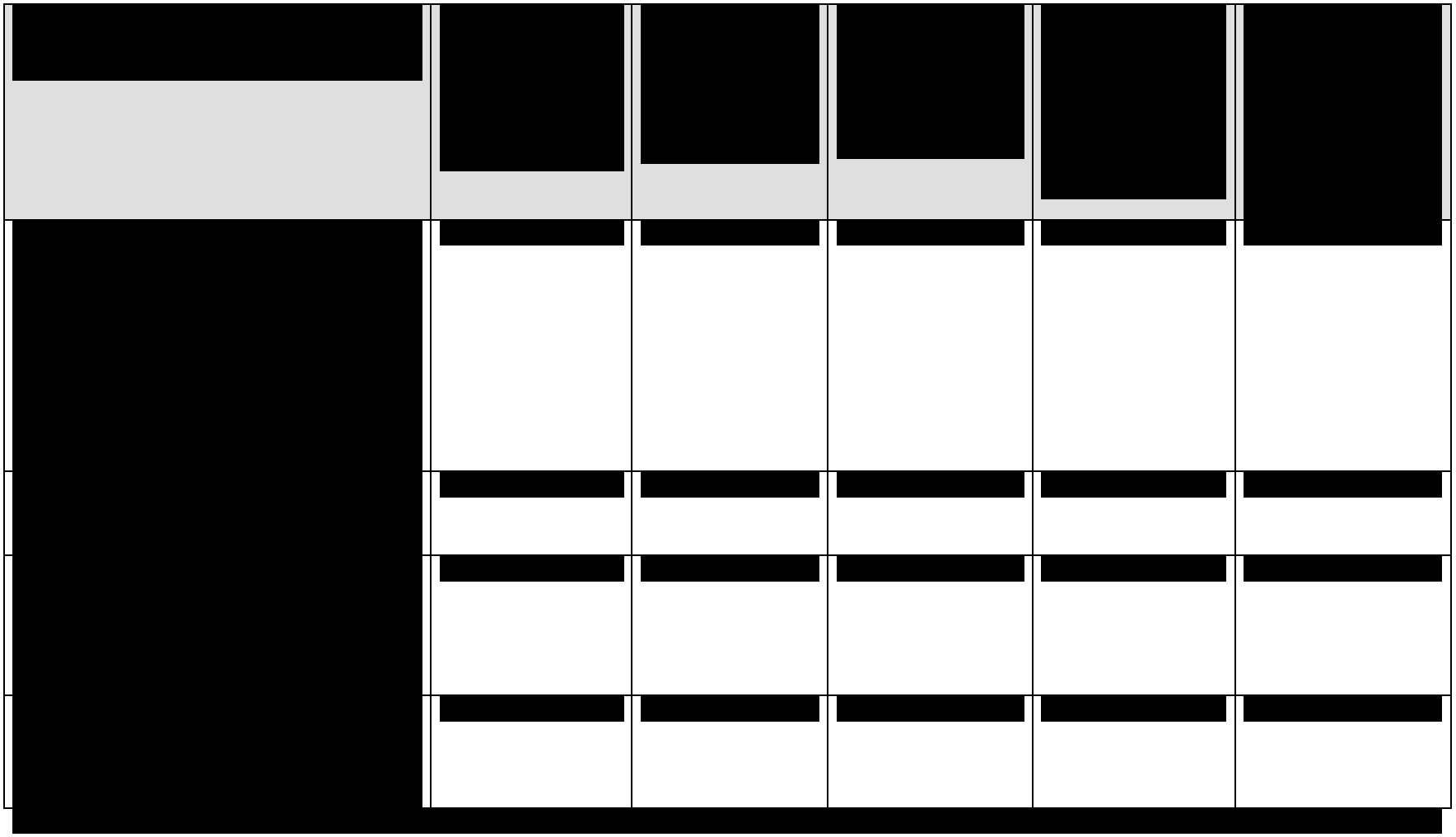
- Mathematics
- English
- Science
- History

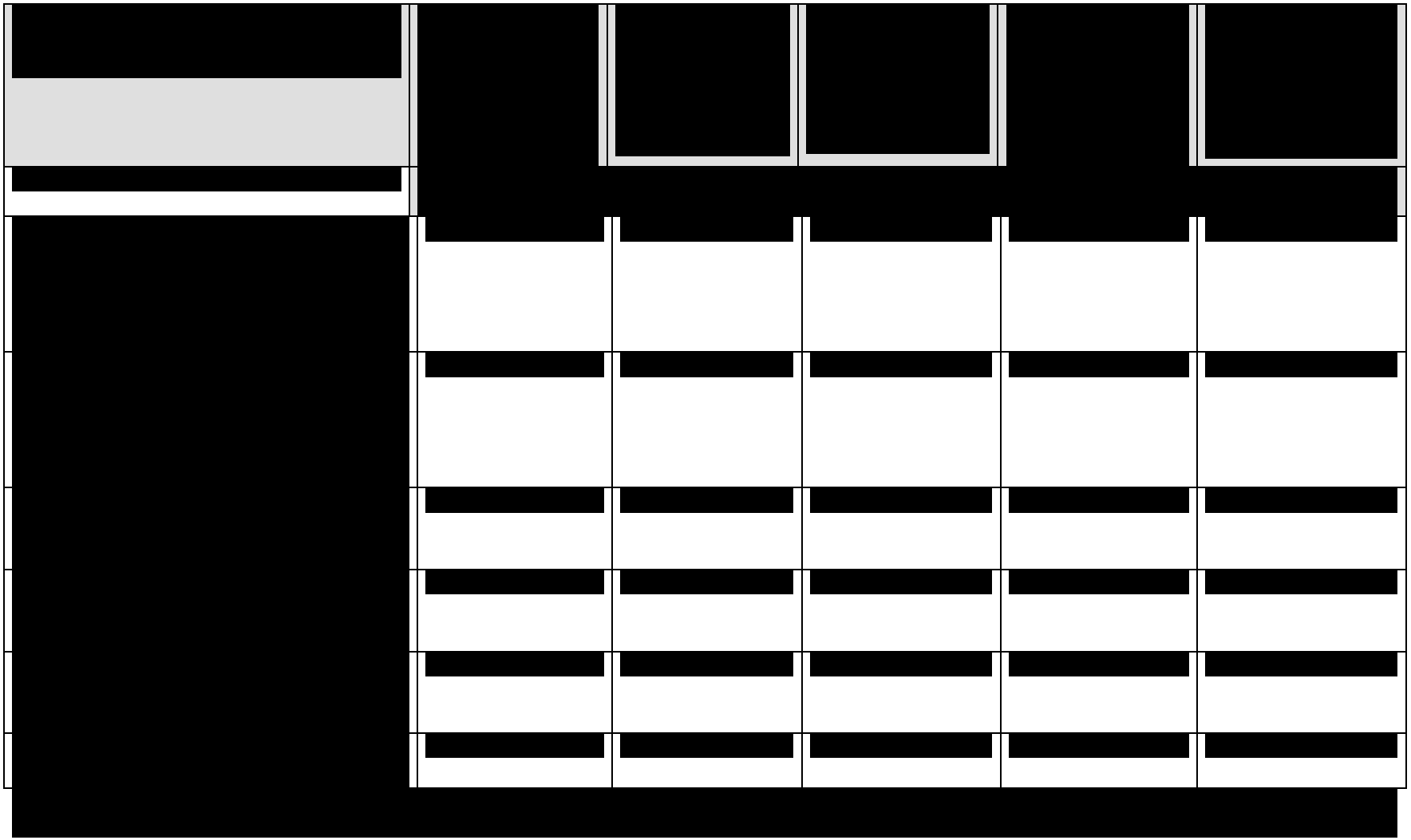
MATH GRADE 2 BLUE PRINT

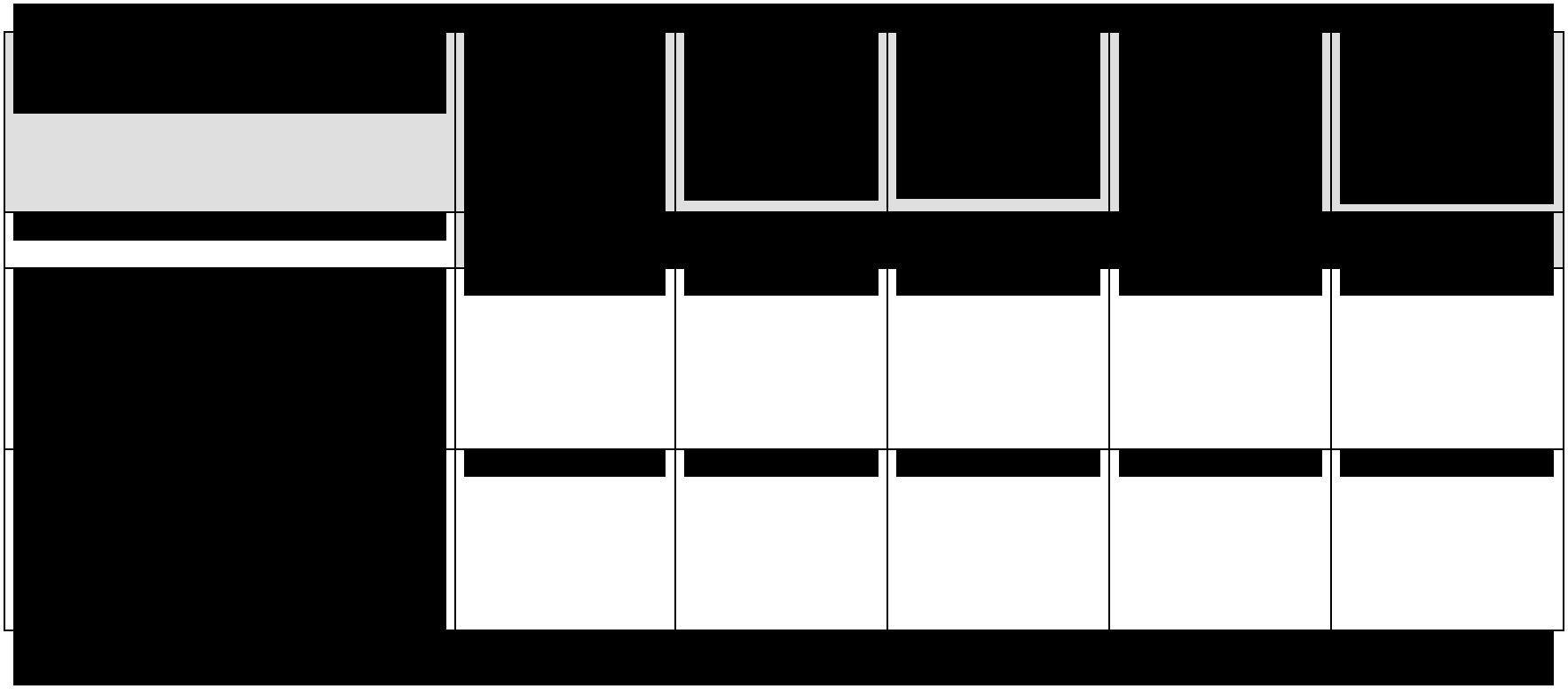
Math Grade 2 **Reporting Category**	**Number and Number Sense** **(Items Per Reporting Category)**	**Computation and Estimation** **(Items Per Reporting Category)**	**Measurement** **(Items Per Reporting Category)**	**Geometry** **(Items Per Reporting Category)**	**Probability, Statistics, Patterns, Functions, and Algebra** **(Items Per Reporting Category)**
SOL Objective Outline	**60% of Items -** Application/Analysis/Synthesis/Evaluation **40% of Items –** Knowledge/Comprehension				
2.1 The student will **a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models;** **b) round two-digit numbers to the nearest ten; and** **c) compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (*greater than, less than,* or *equal to*).**	65				
2.2 The student will **a) identify the ordinal positions first through twentieth, using an ordered set of objects; and** **b) write the ordinal numbers.**	31				
2.3 The student will **a) identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;** **b) write the fractions; and** **c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.**	39				











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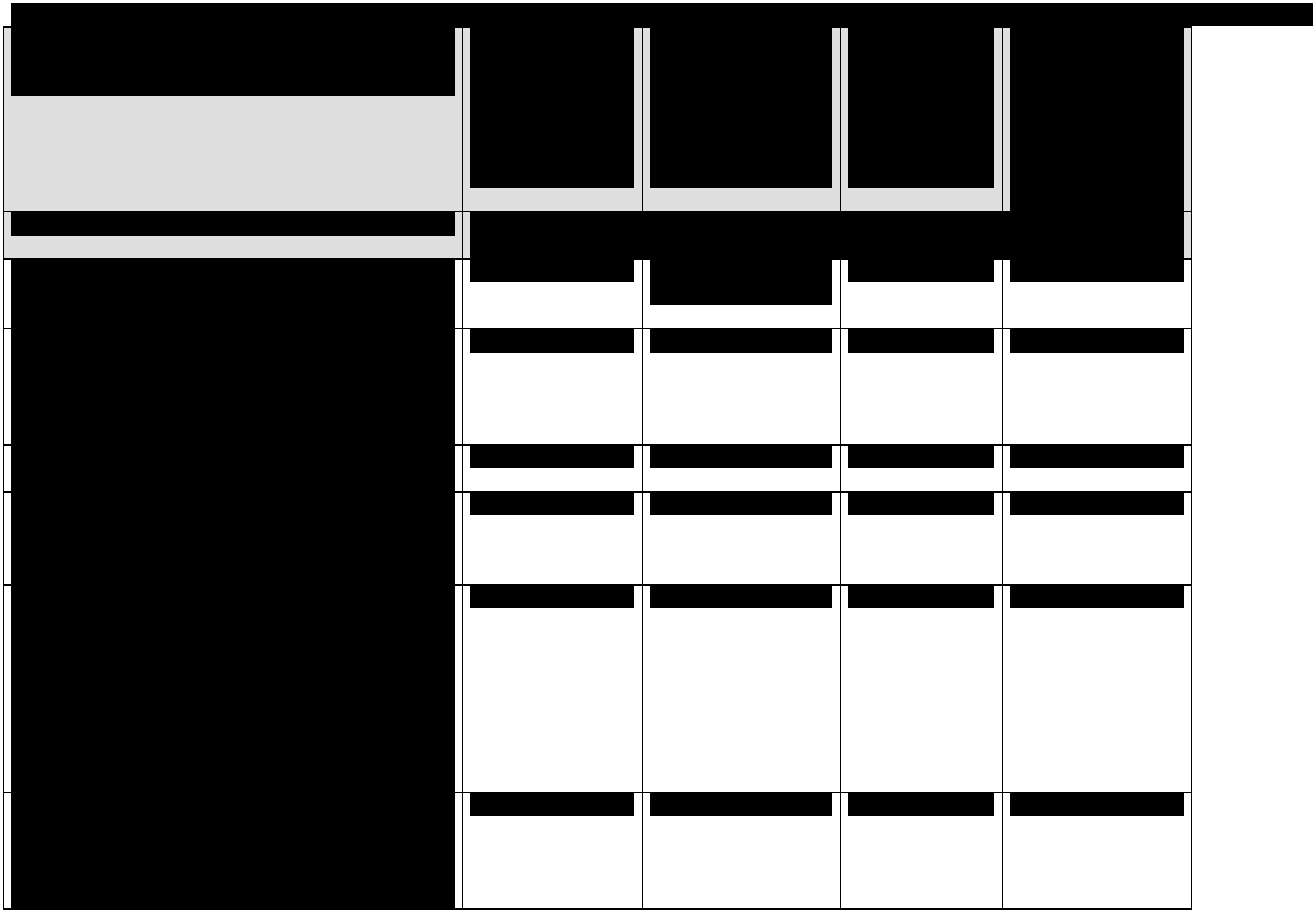

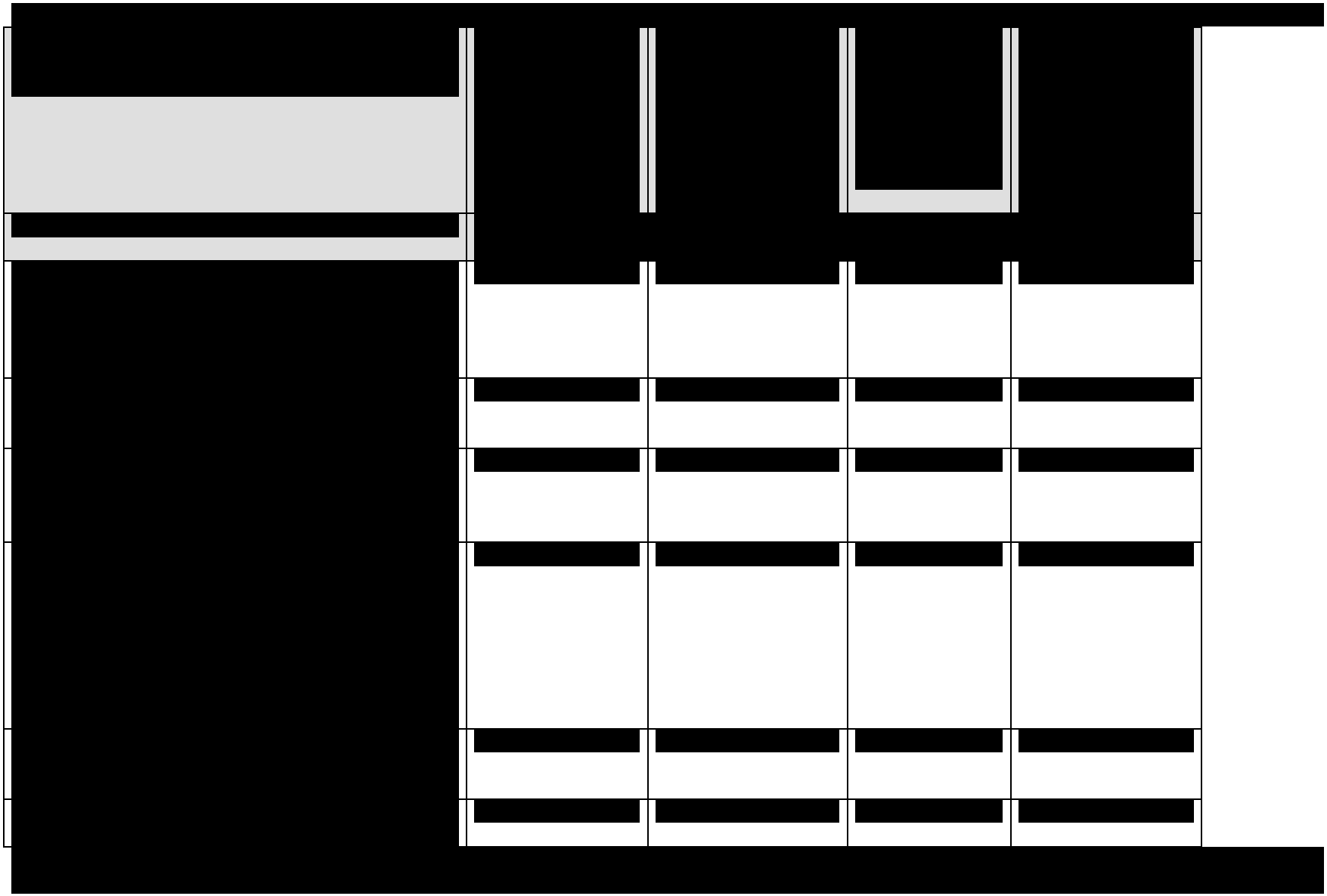

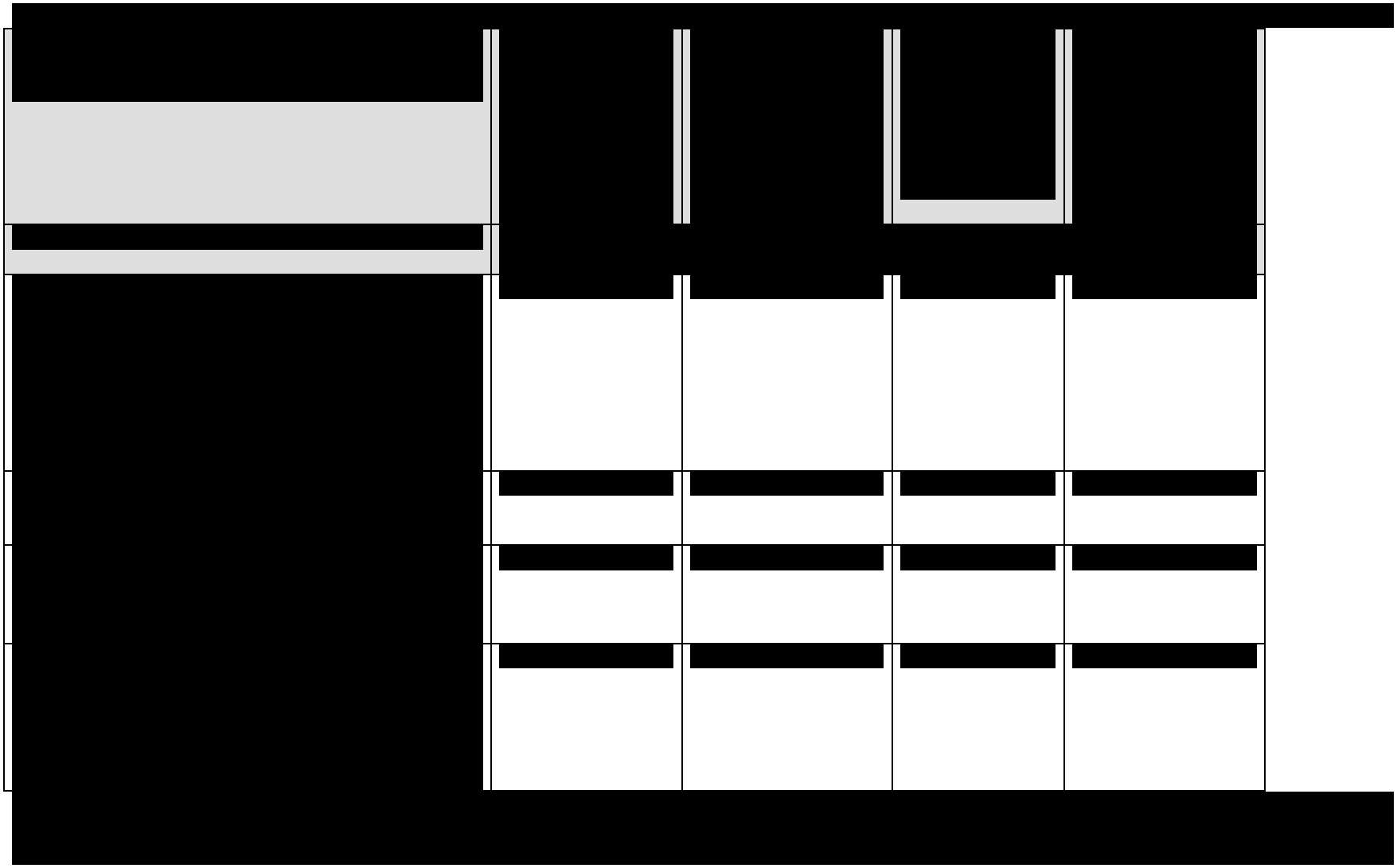

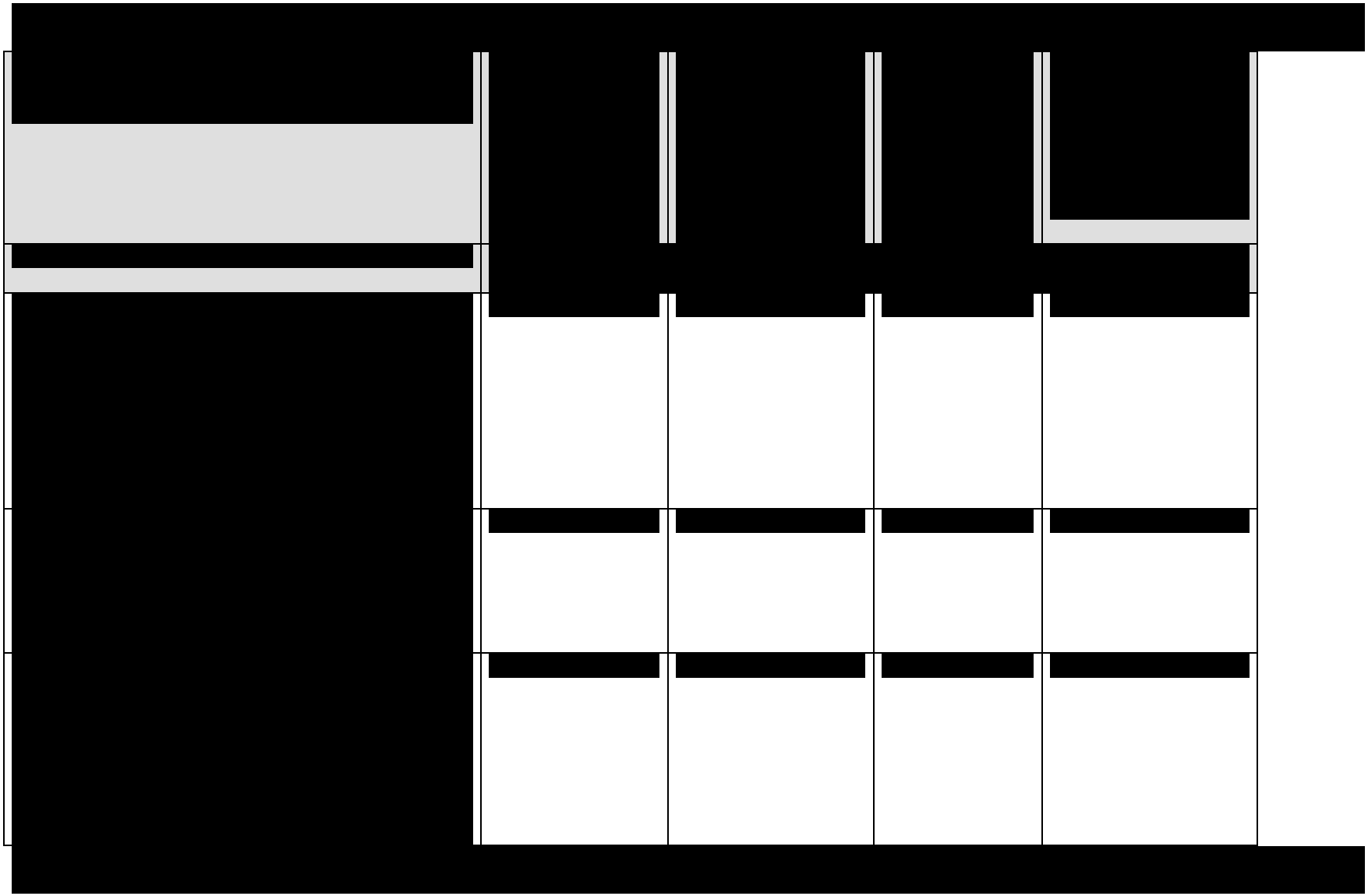

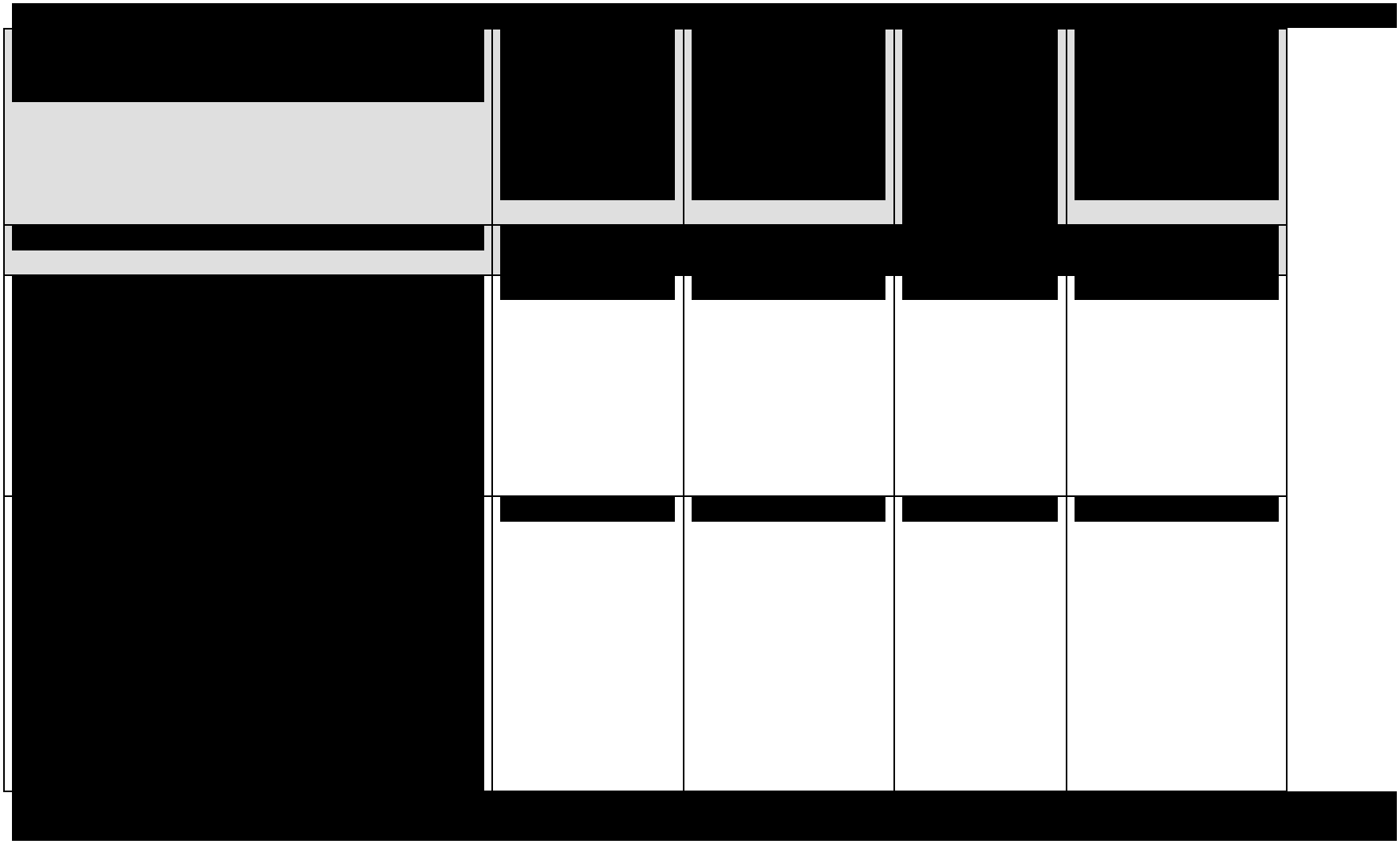

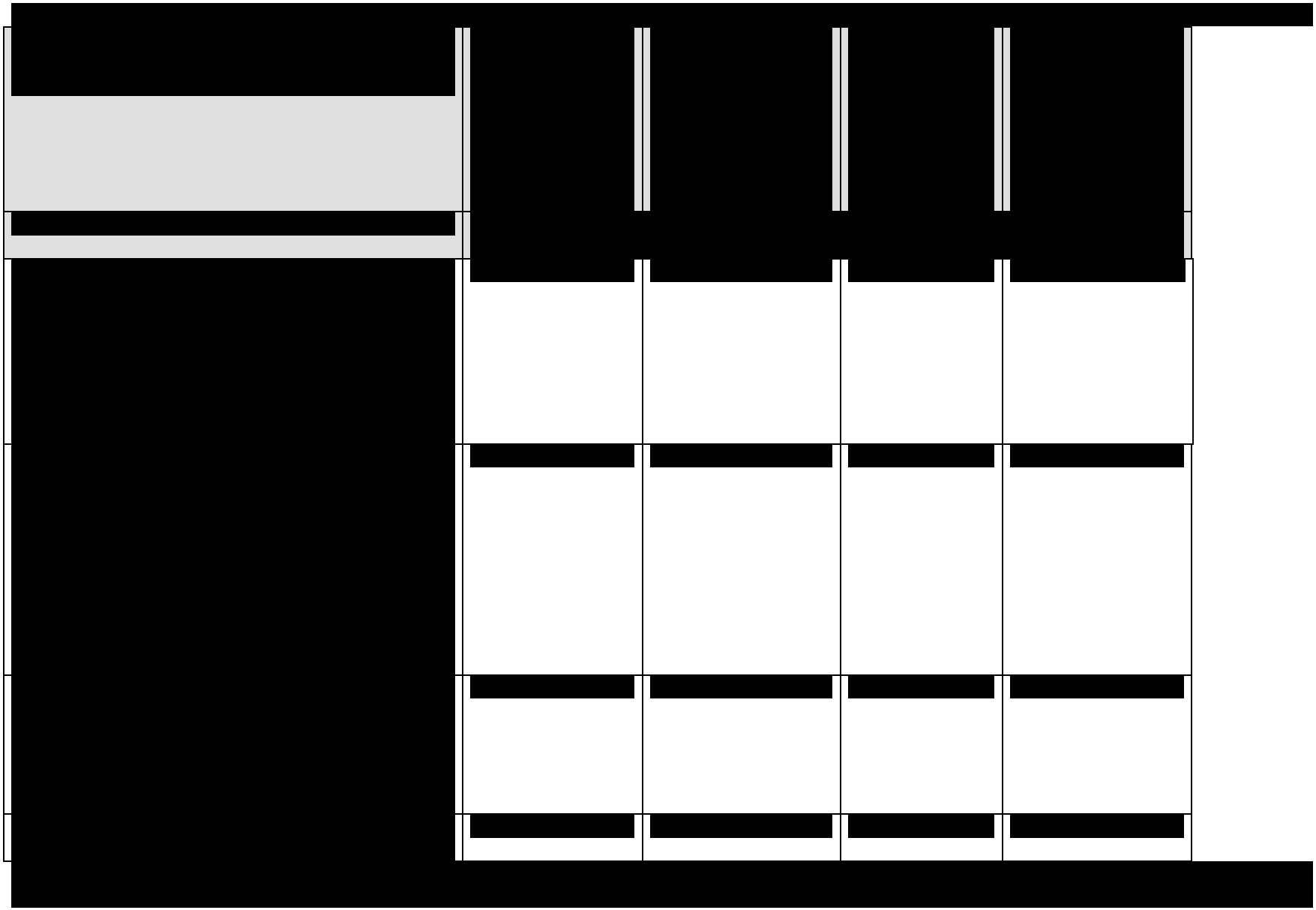

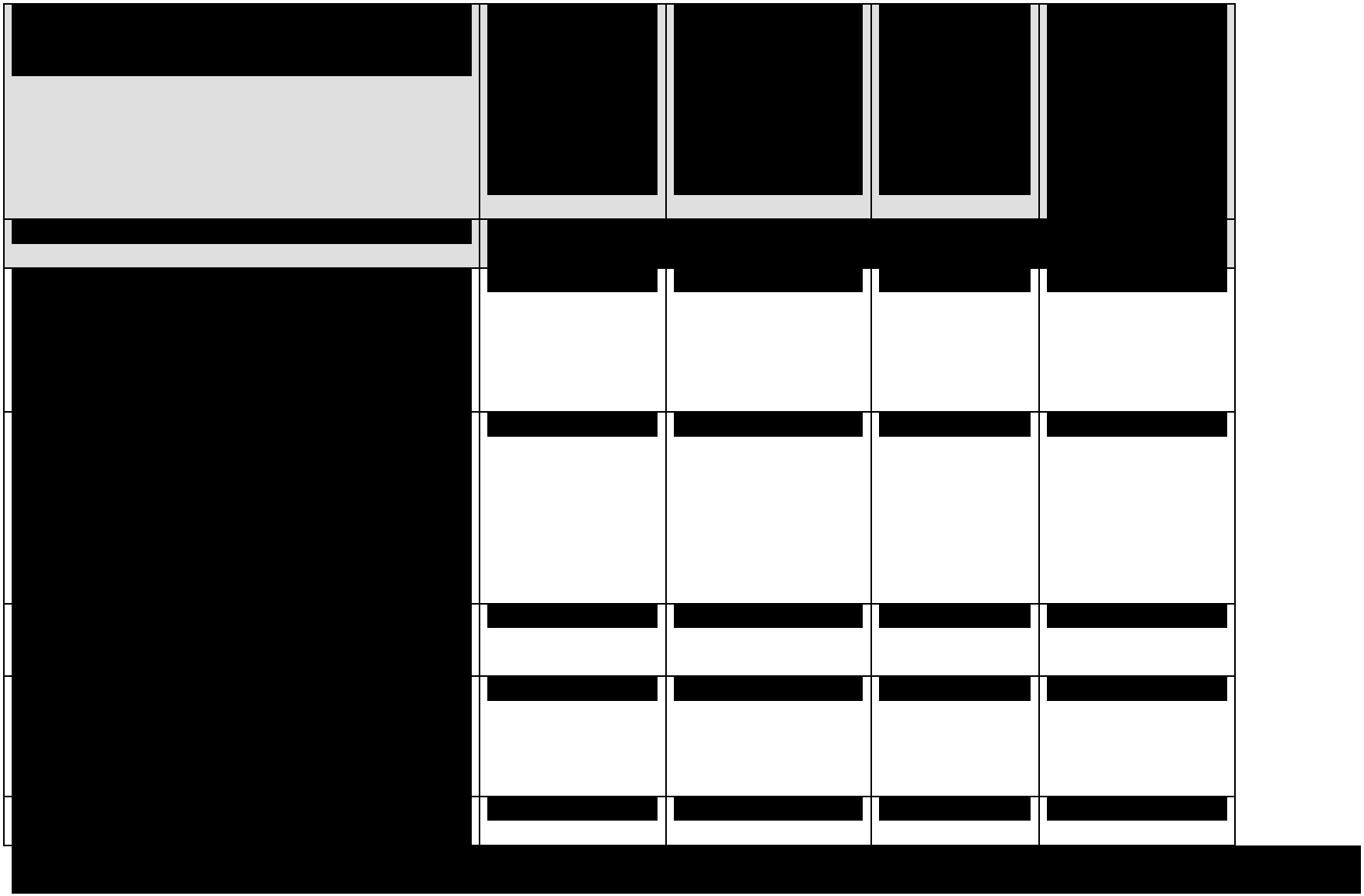

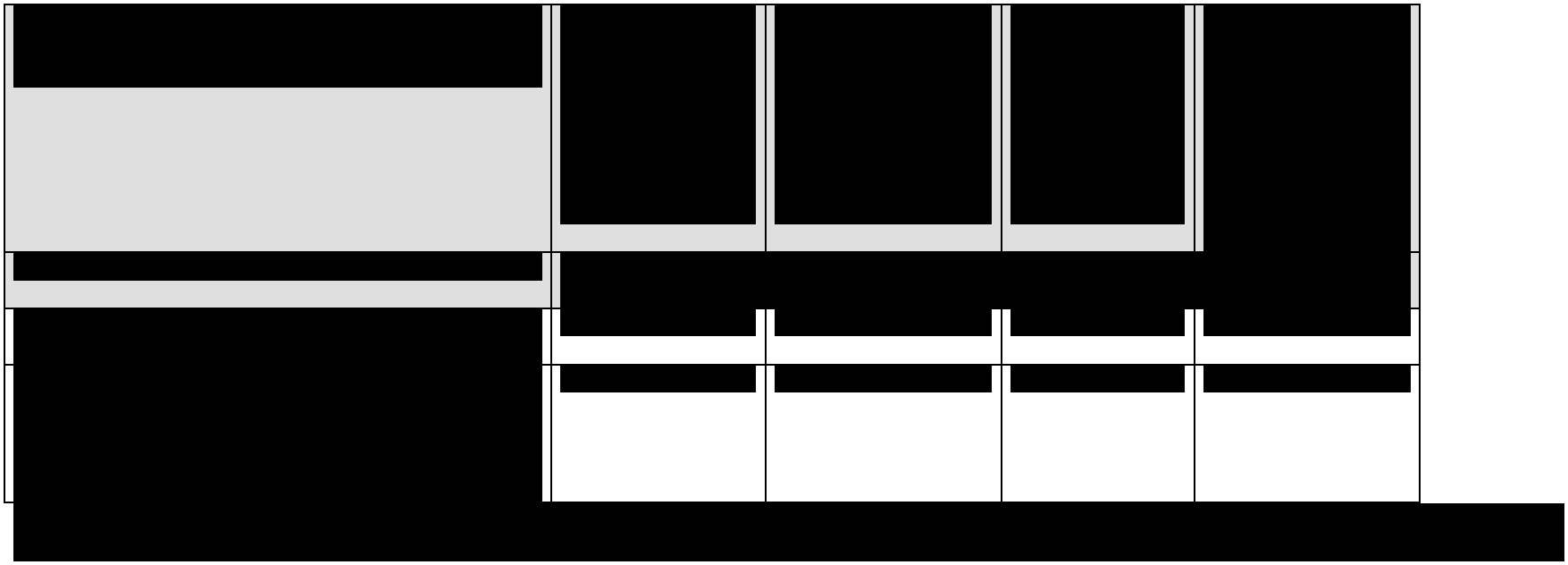

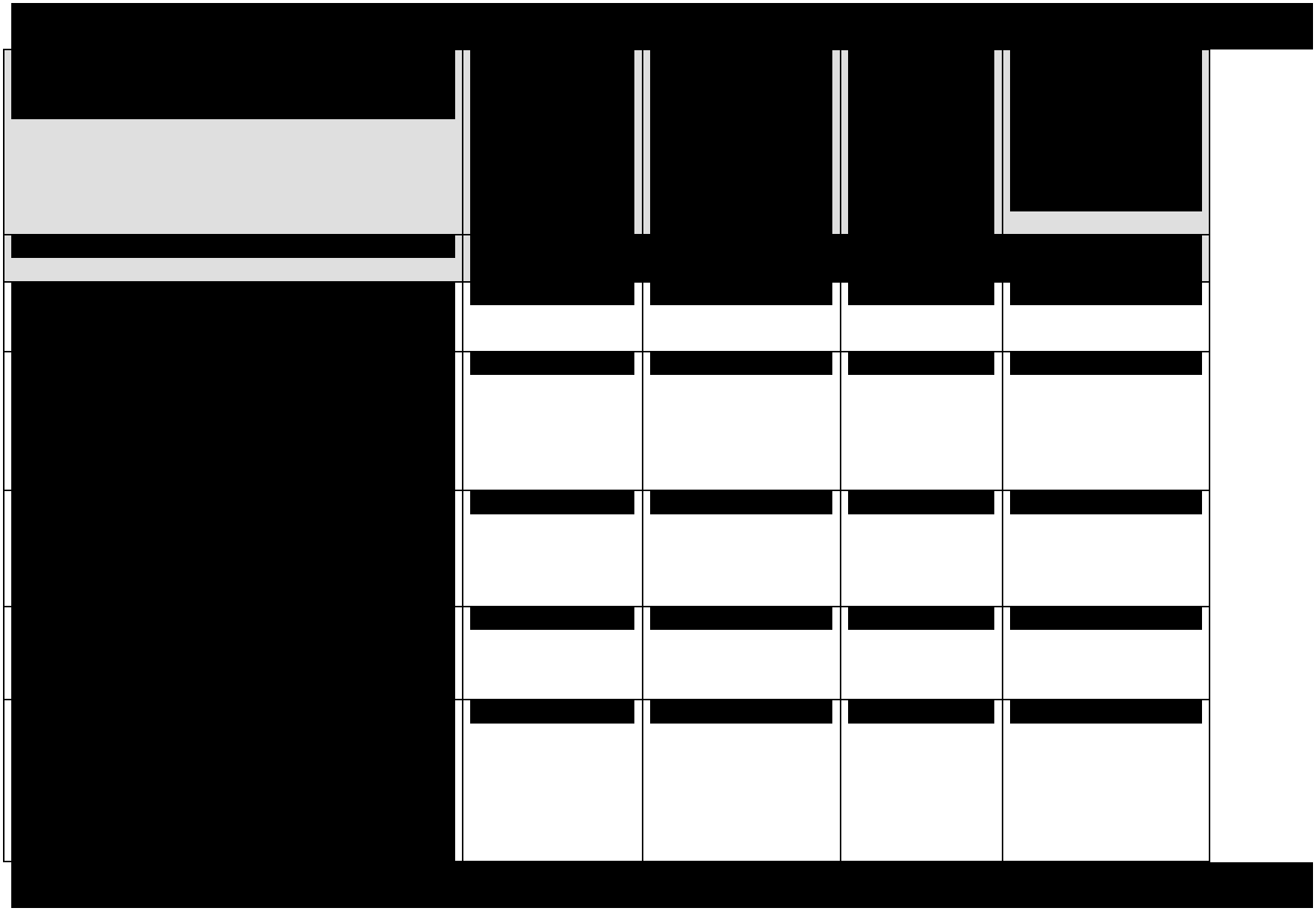

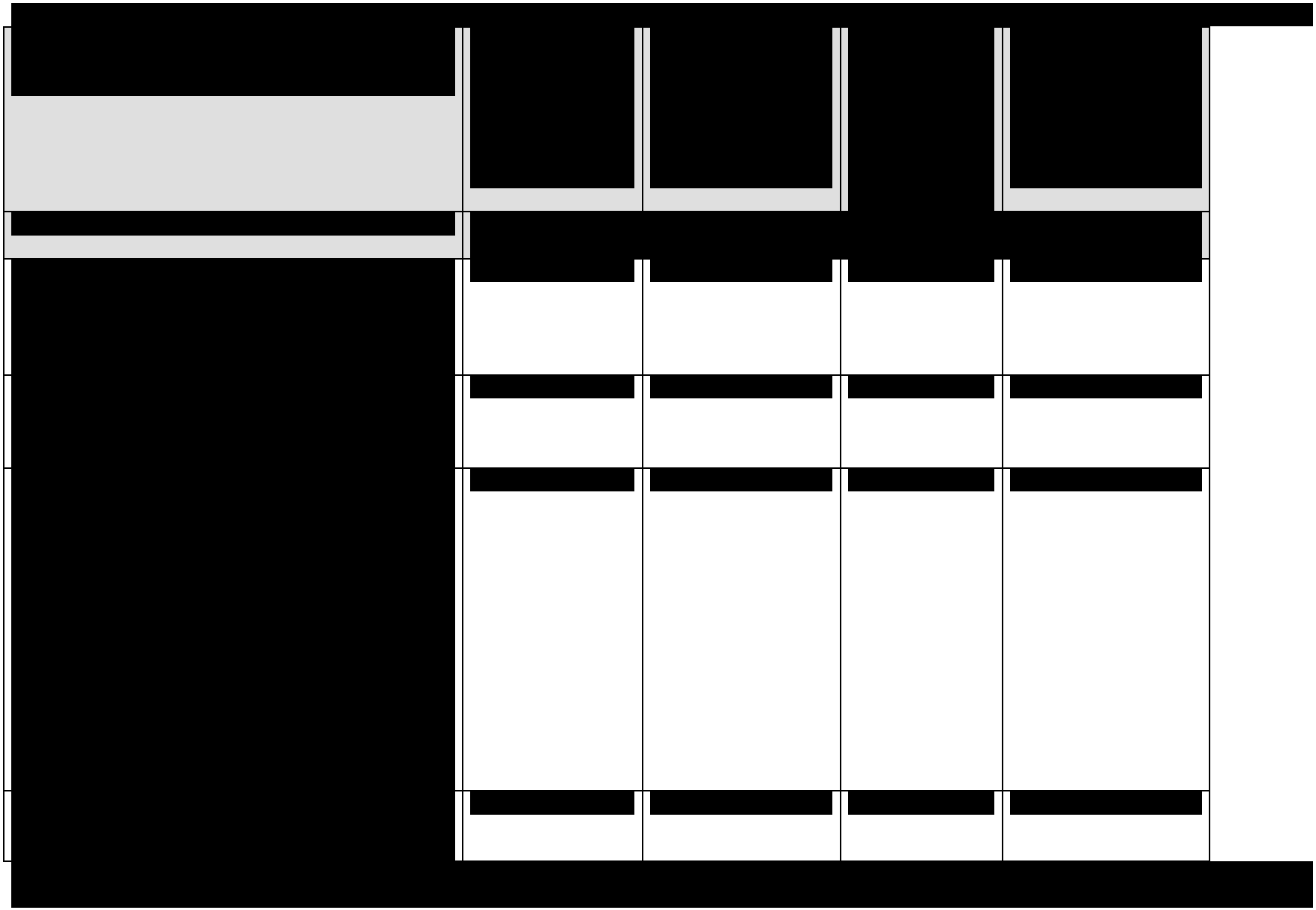

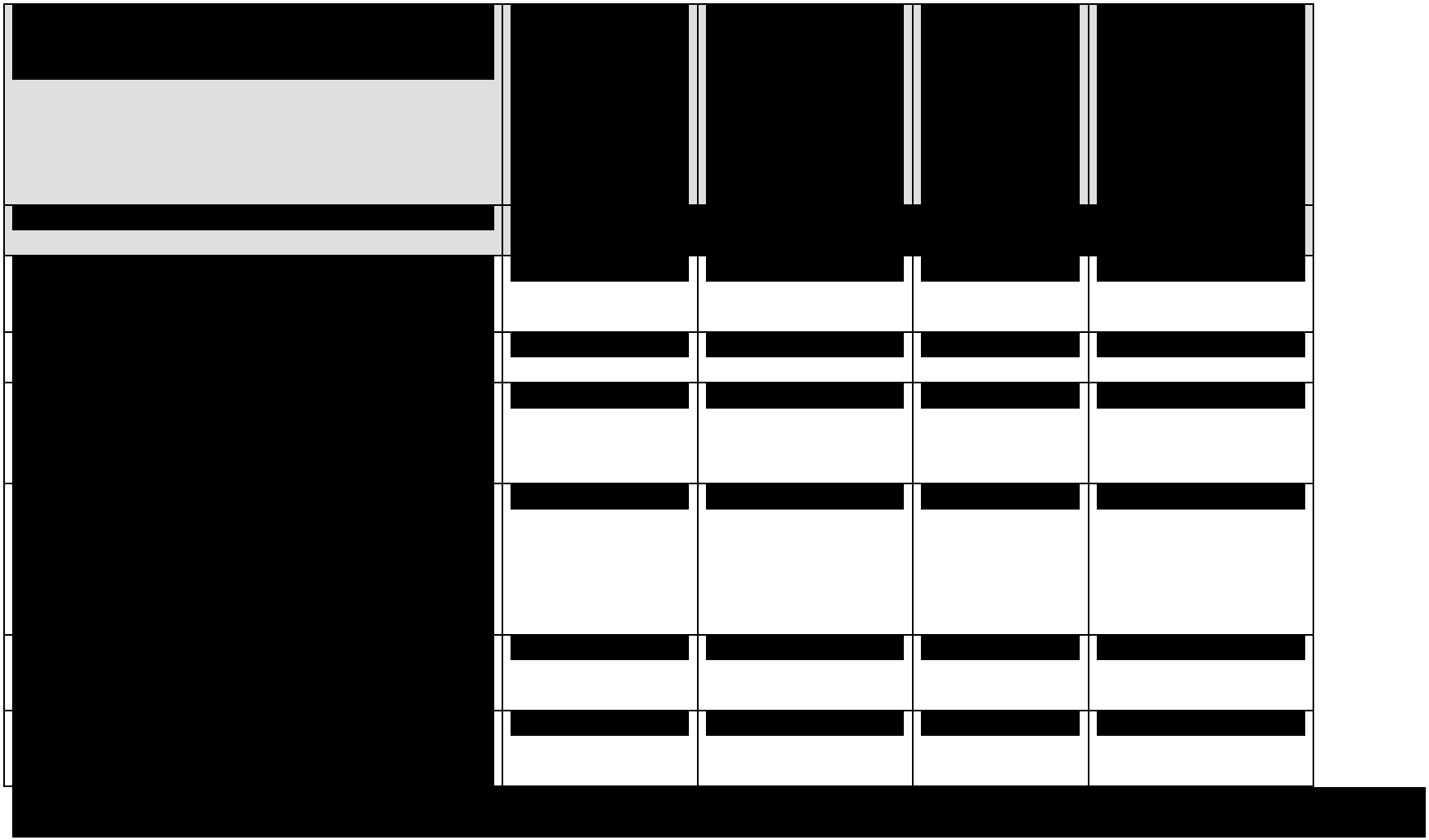

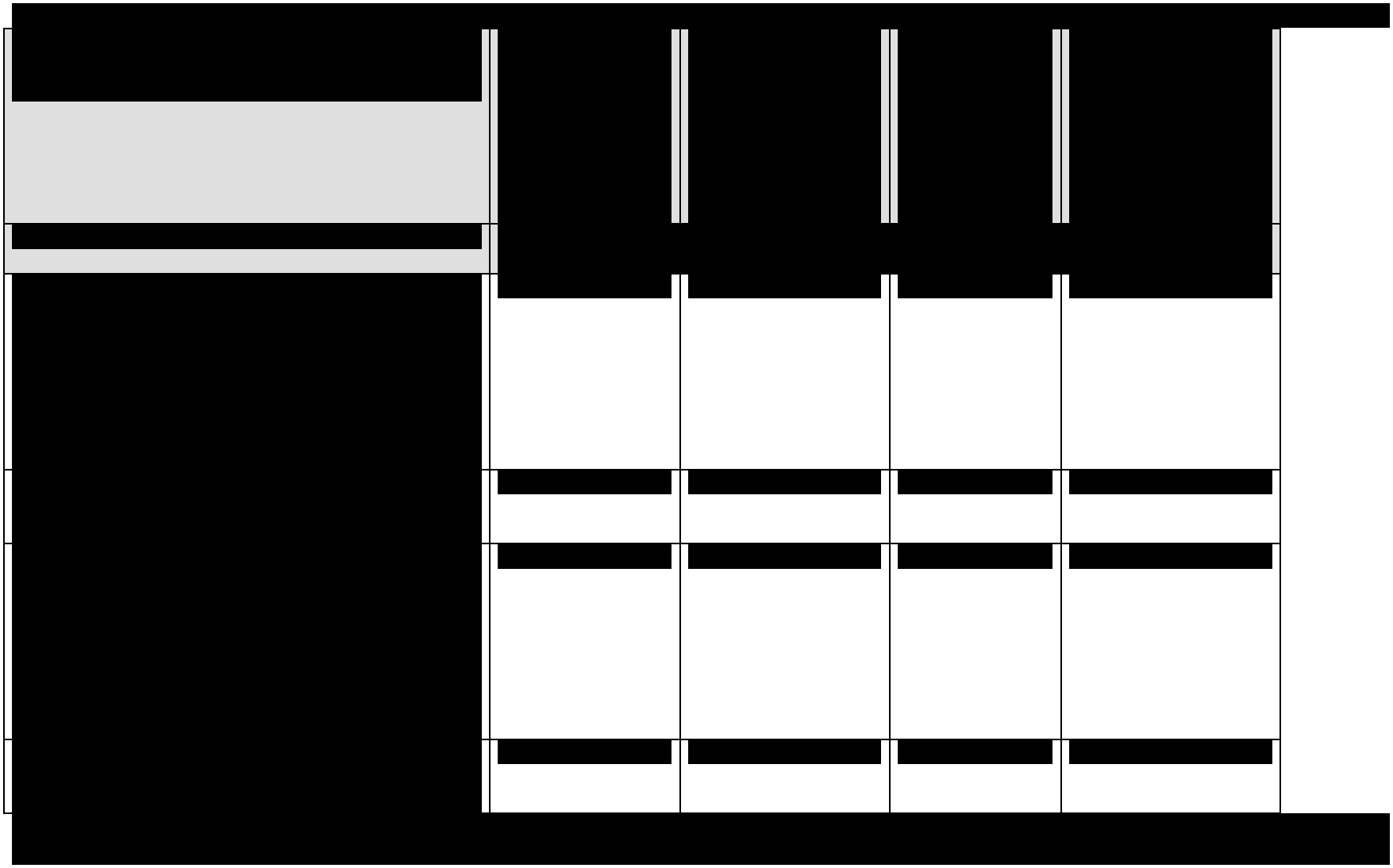

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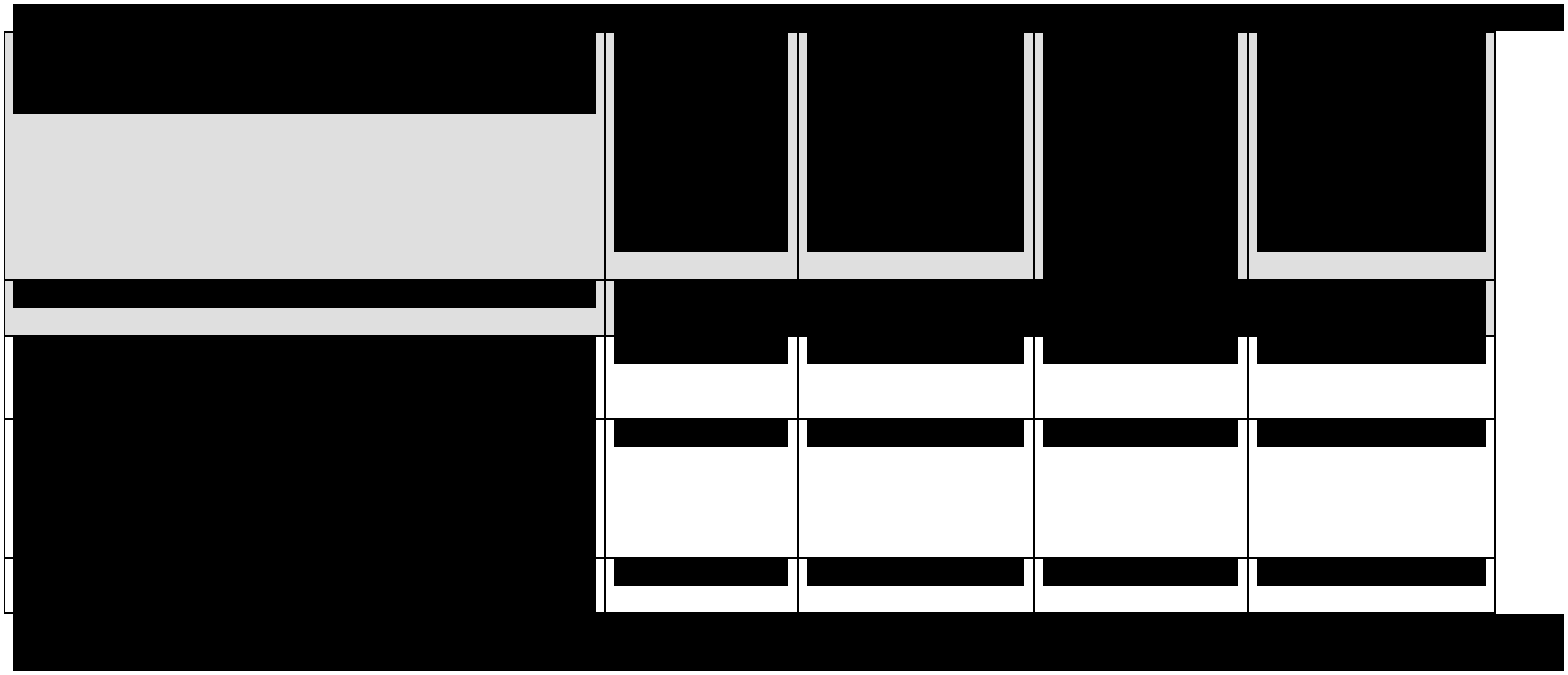
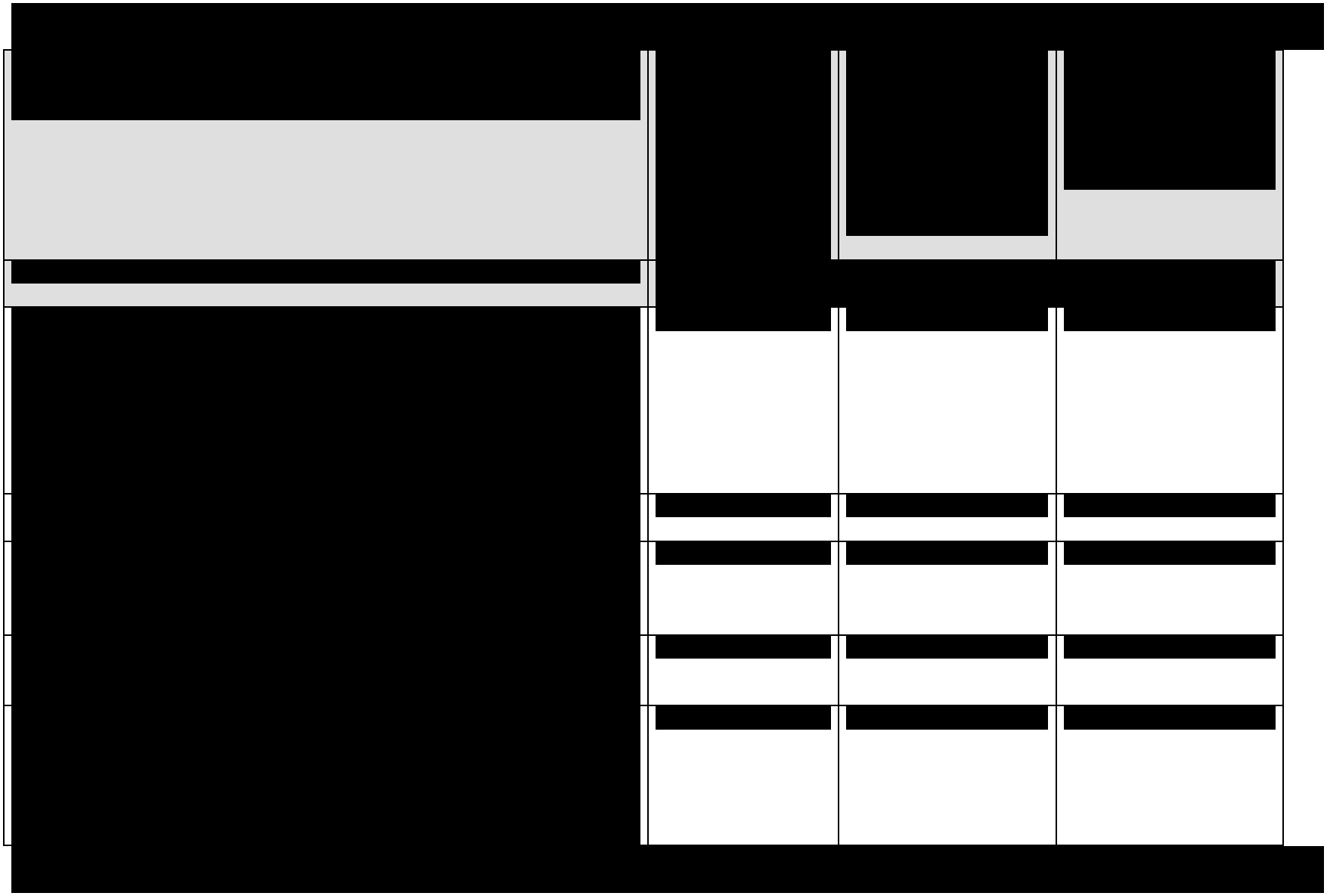
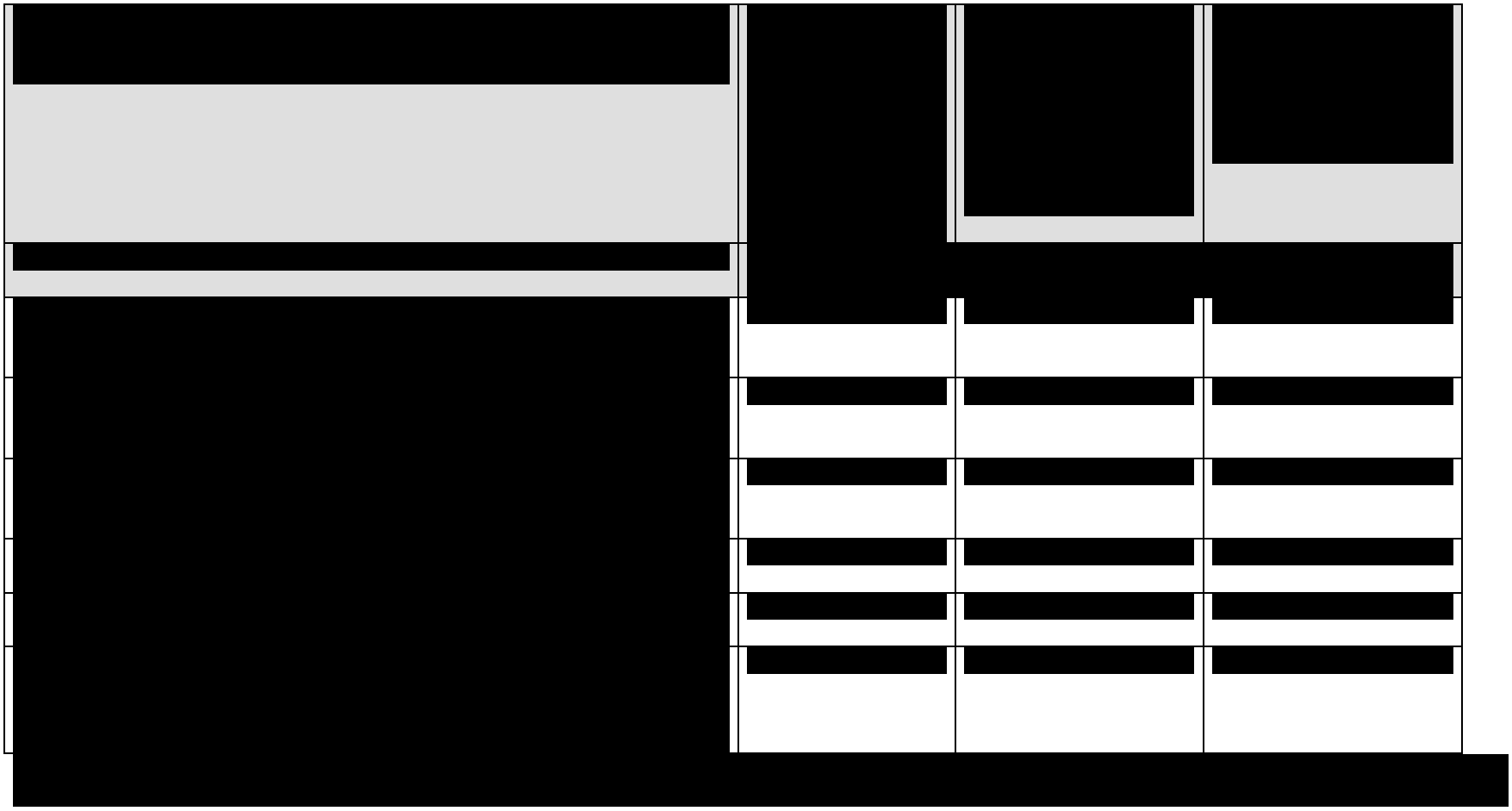
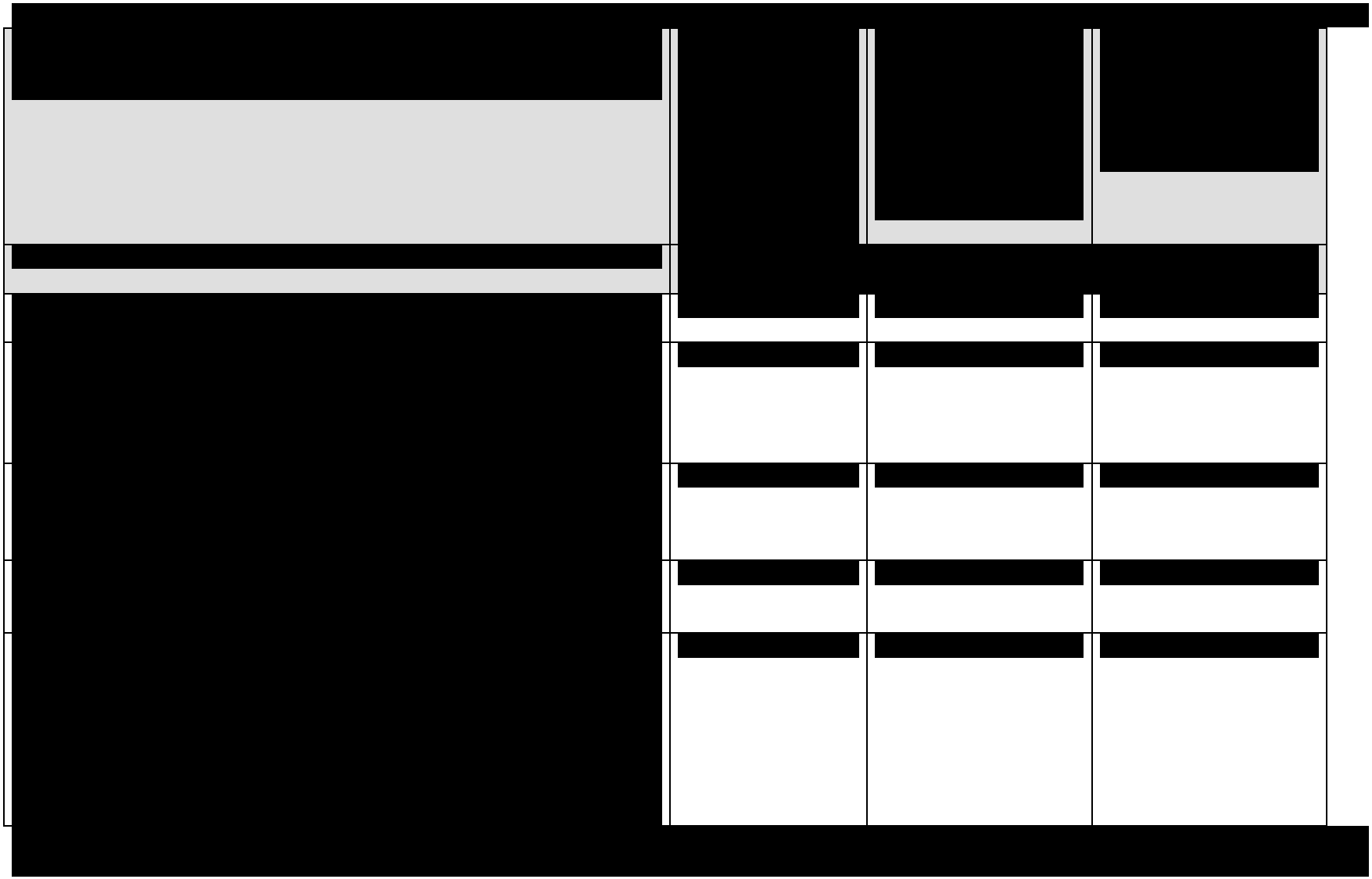
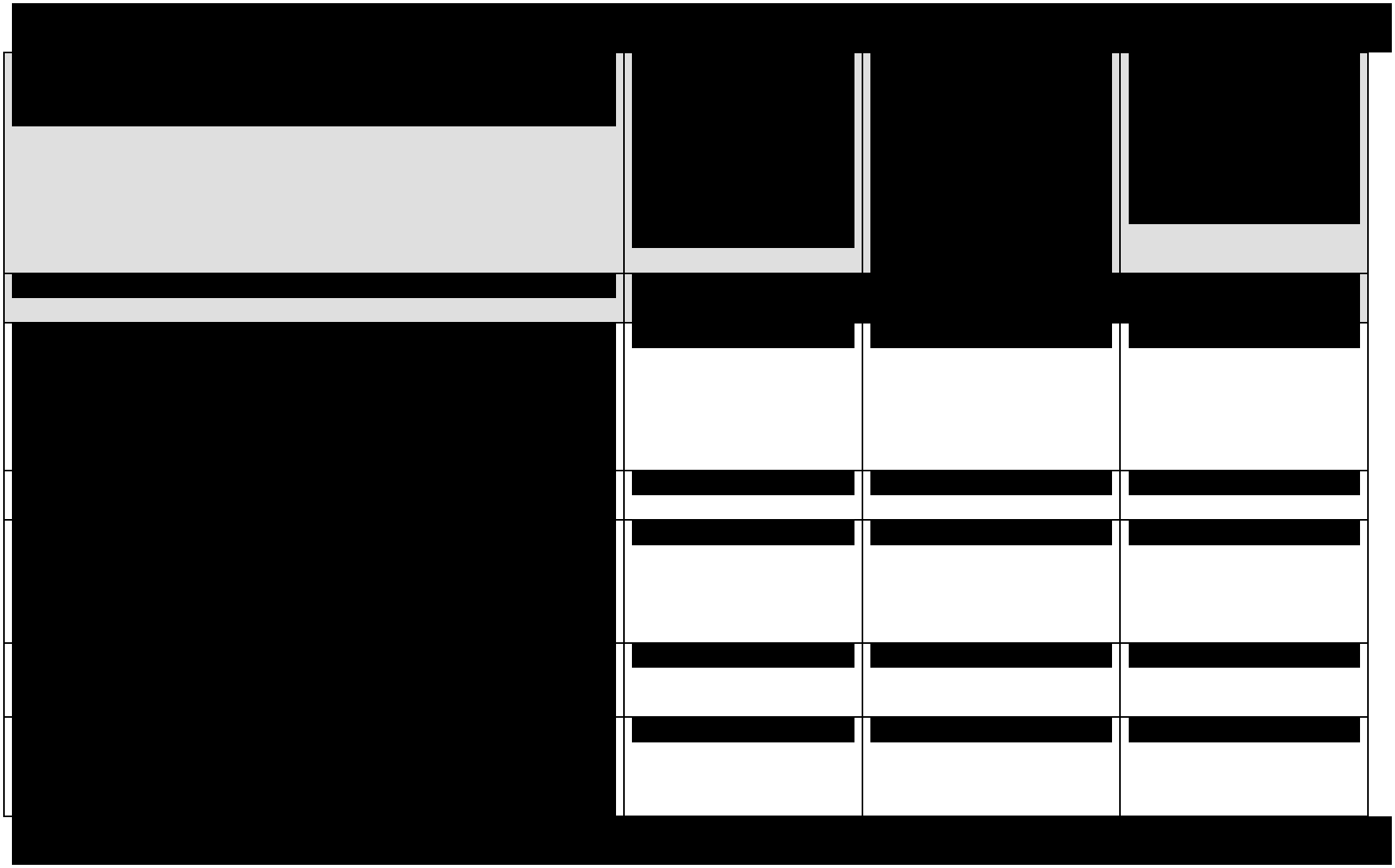
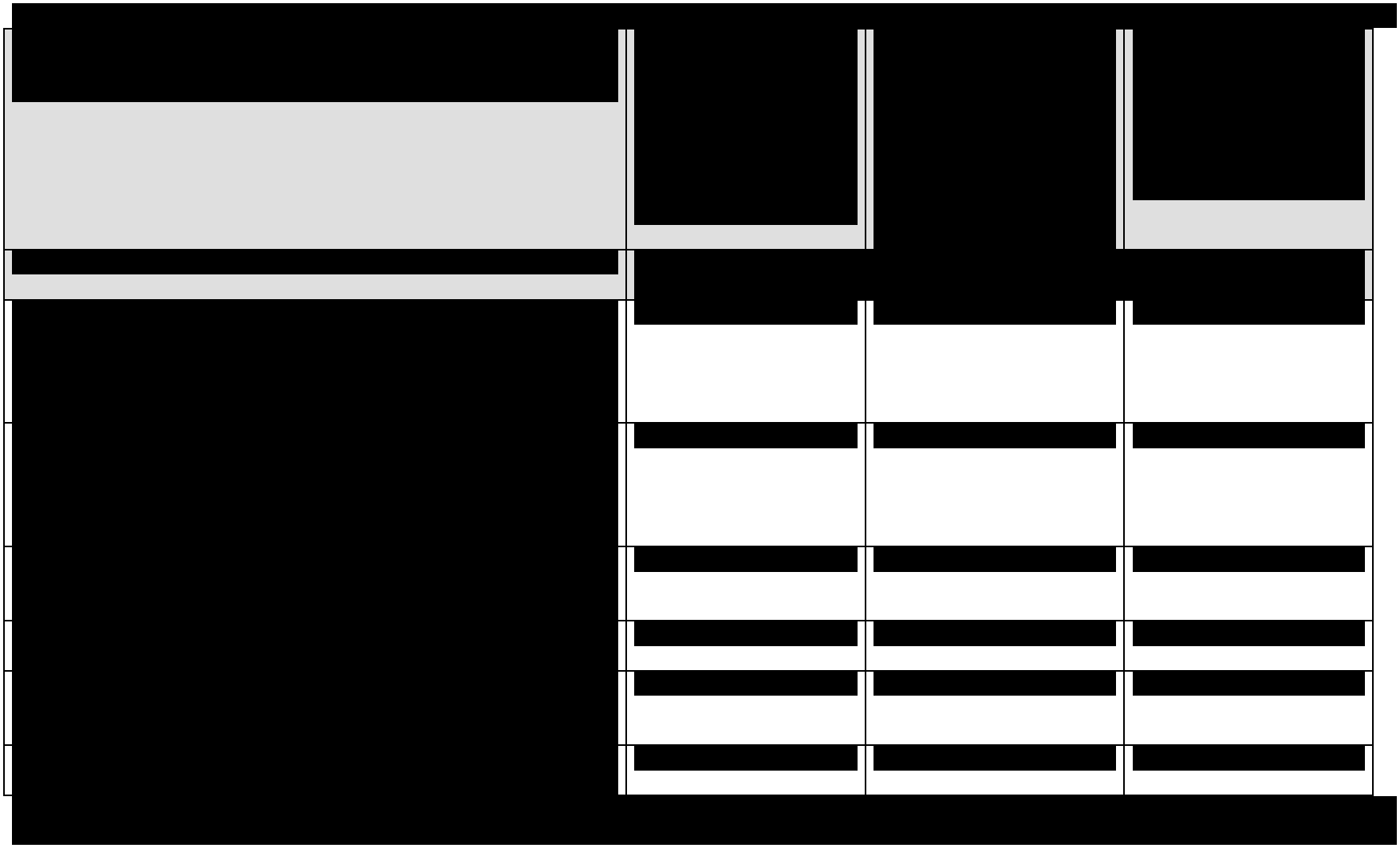


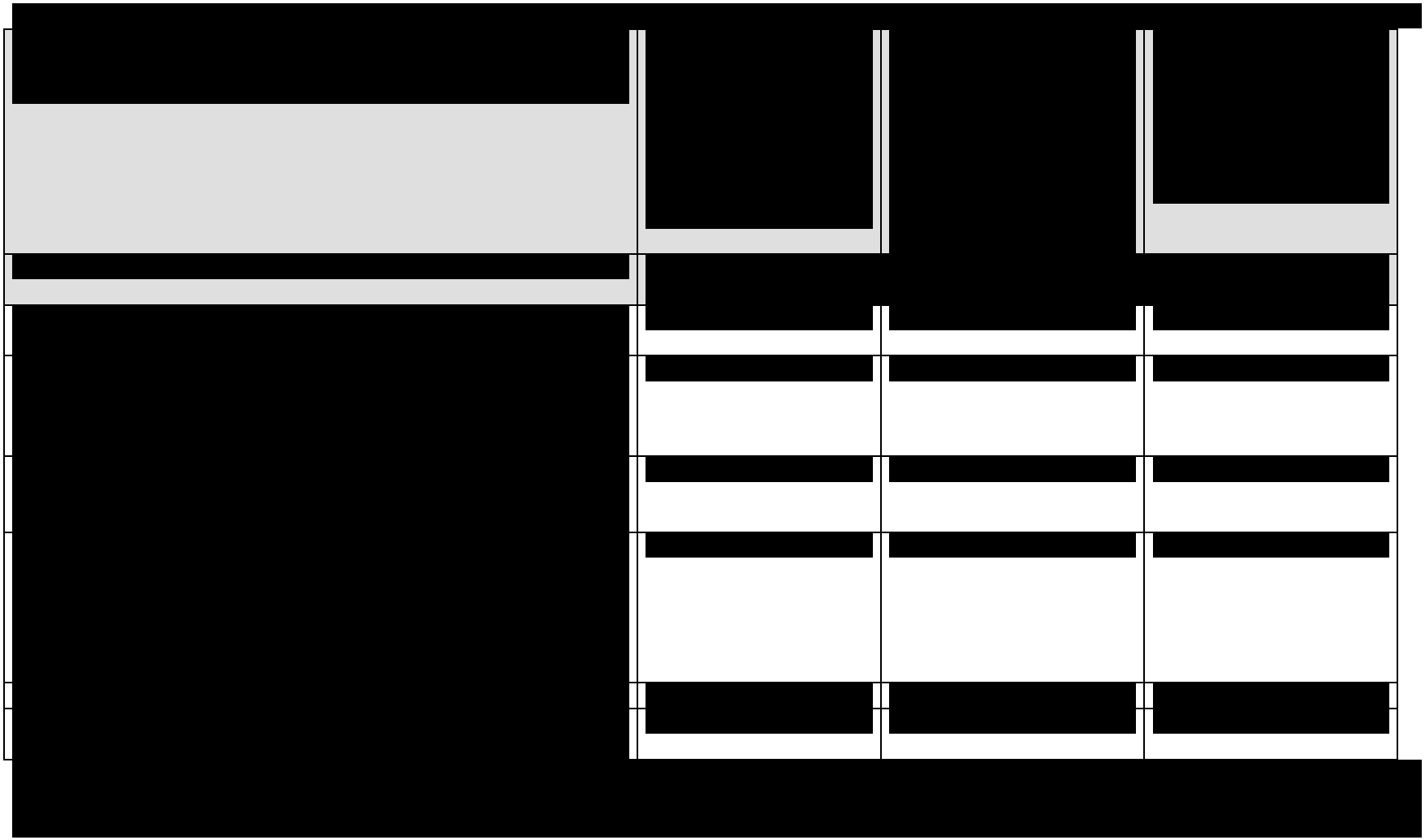


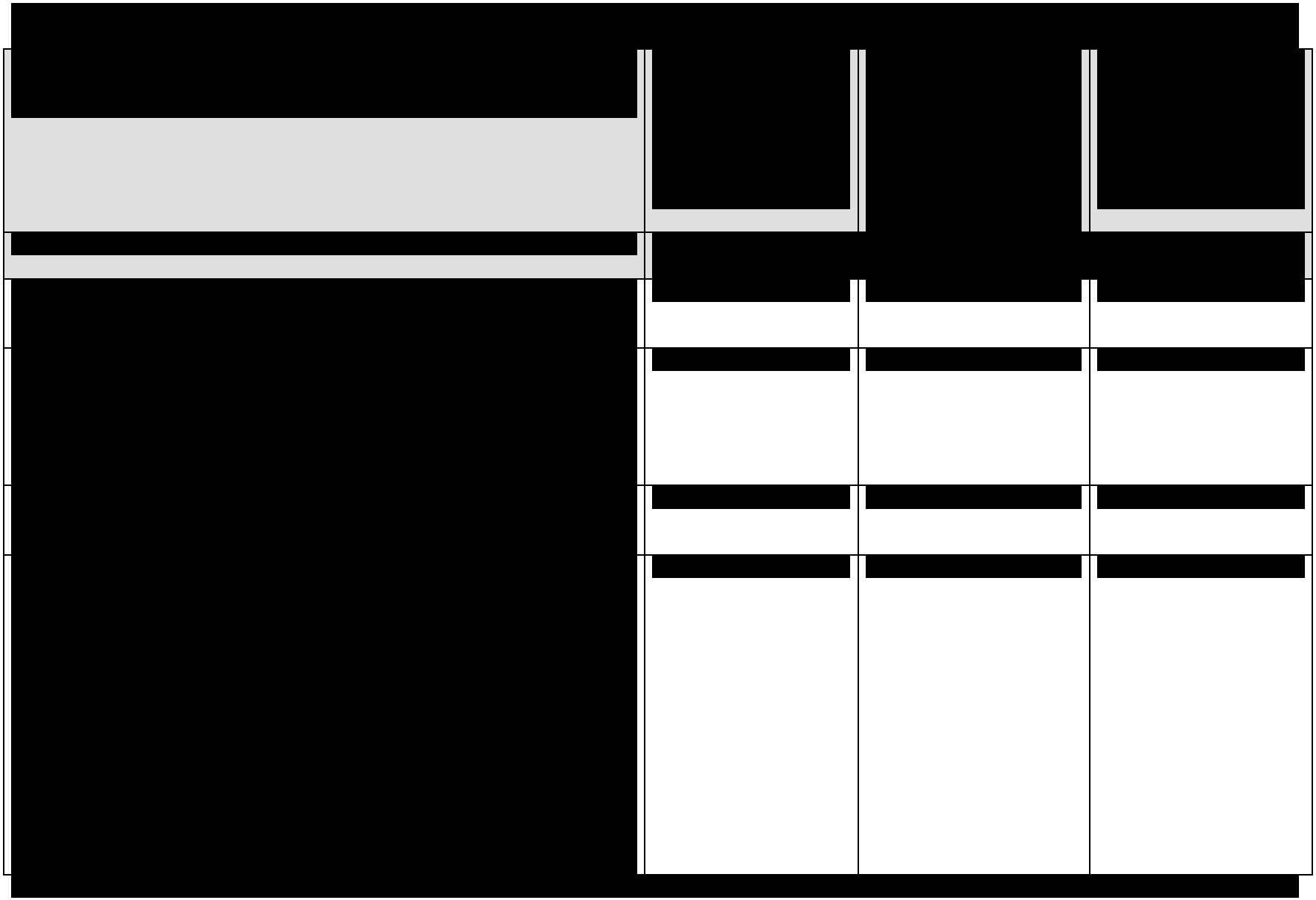




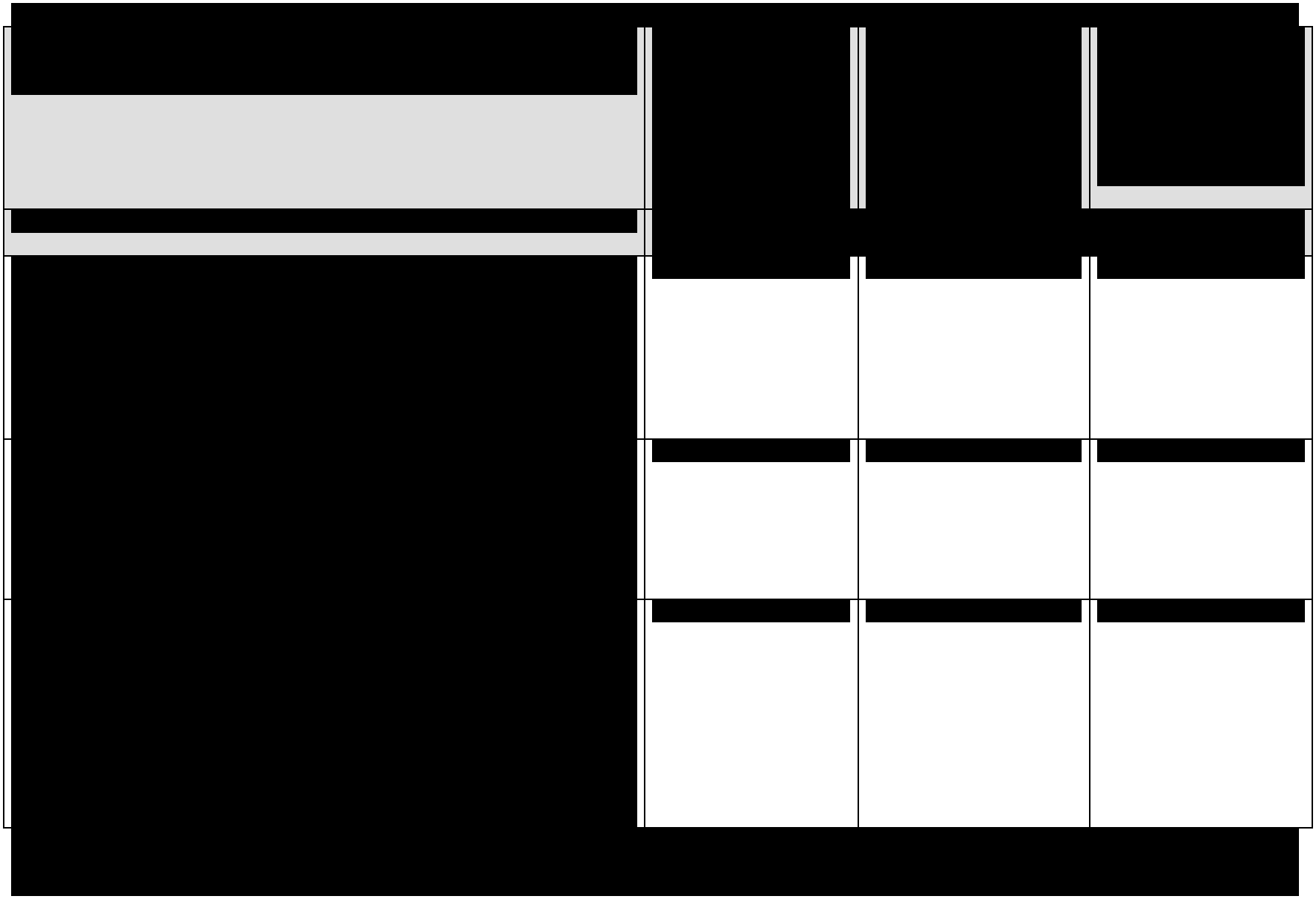








This proposal is valid for 90 days.



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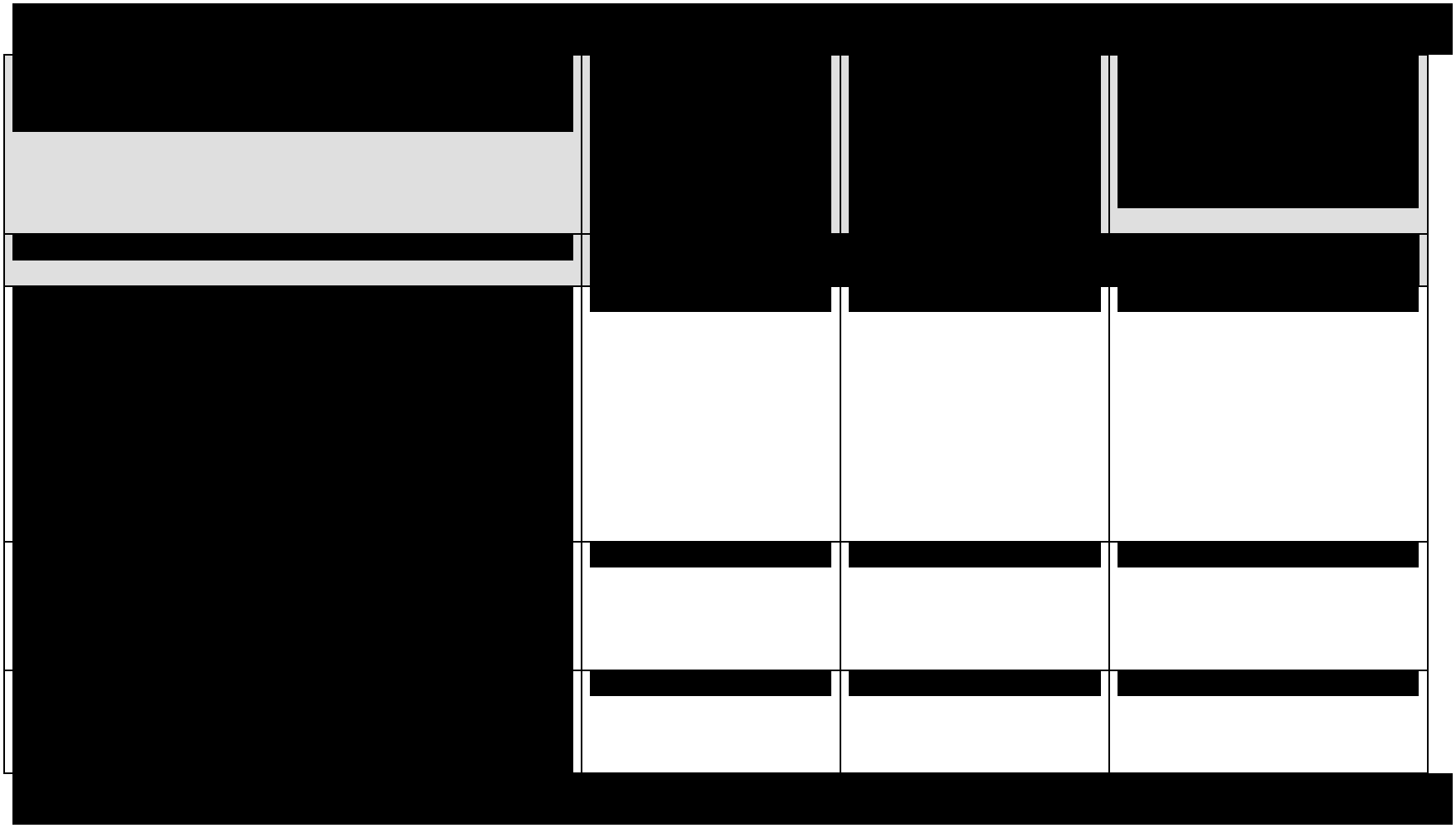

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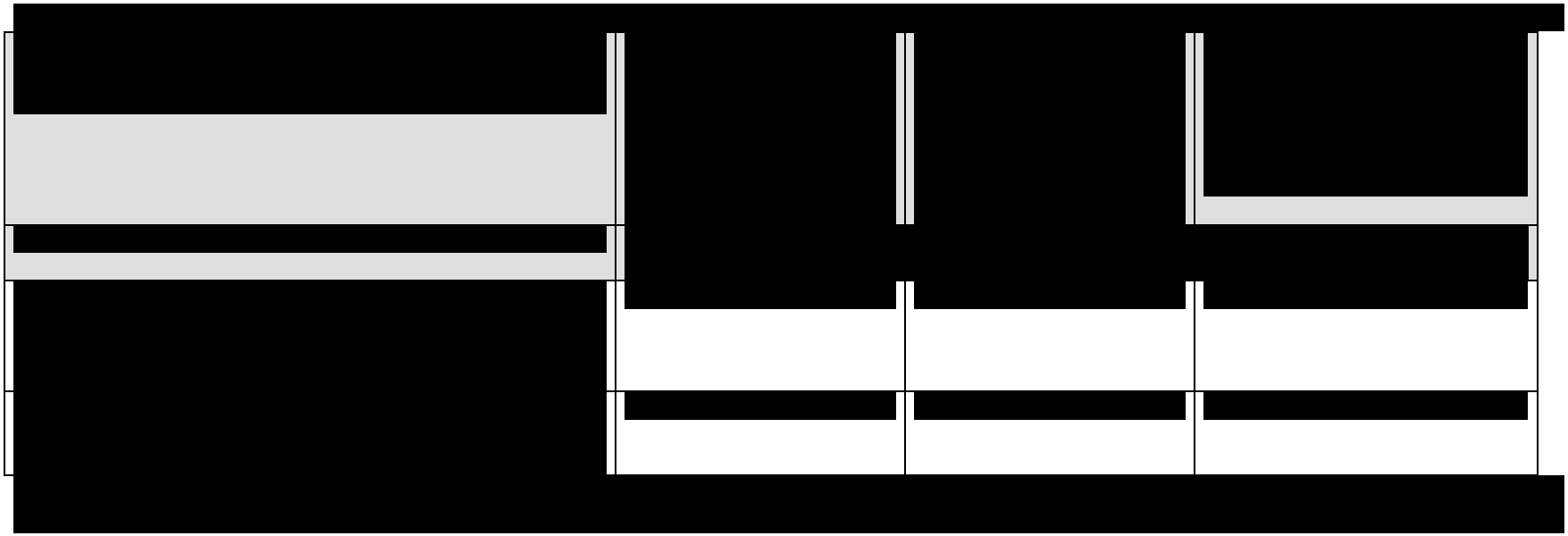

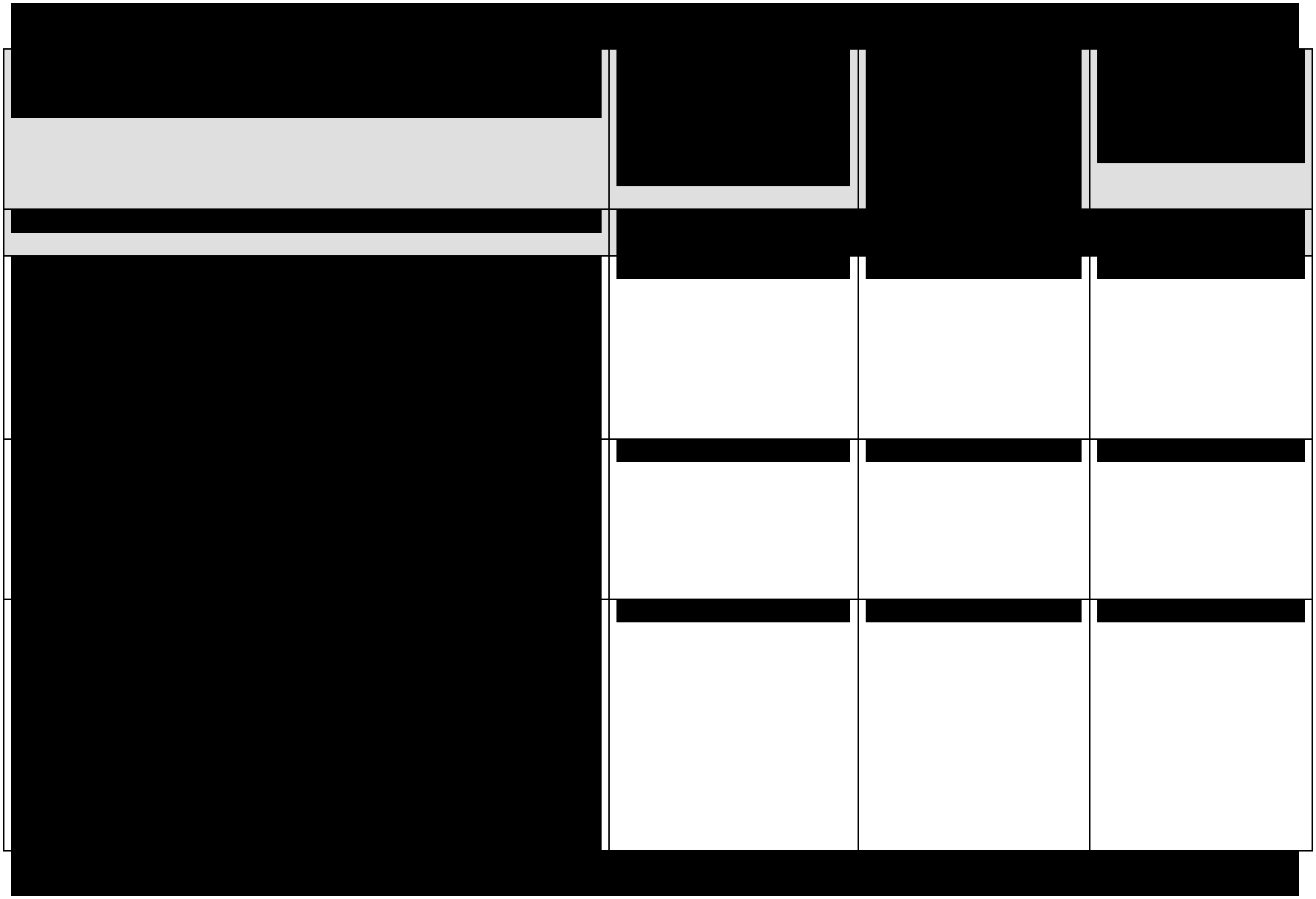

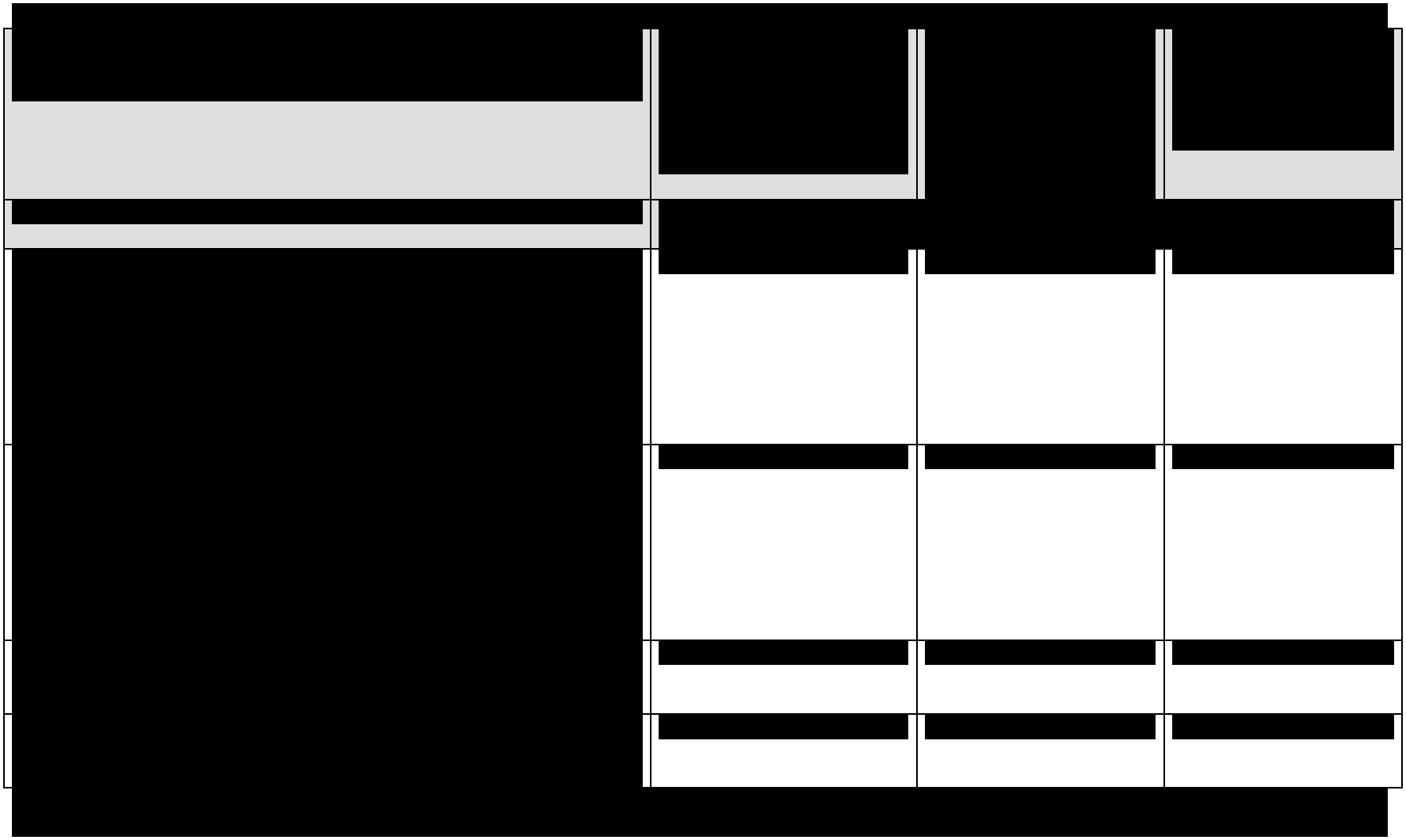

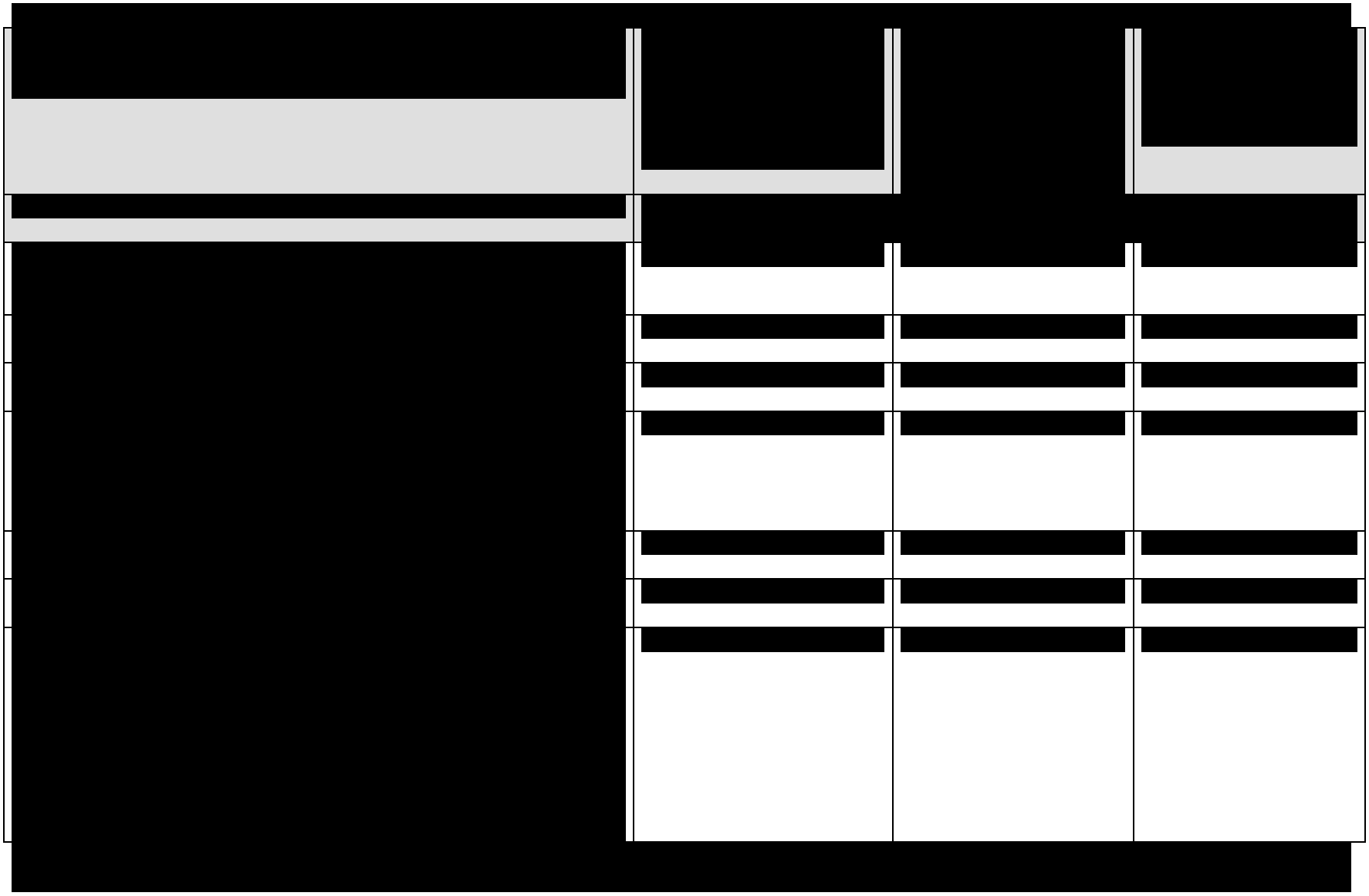

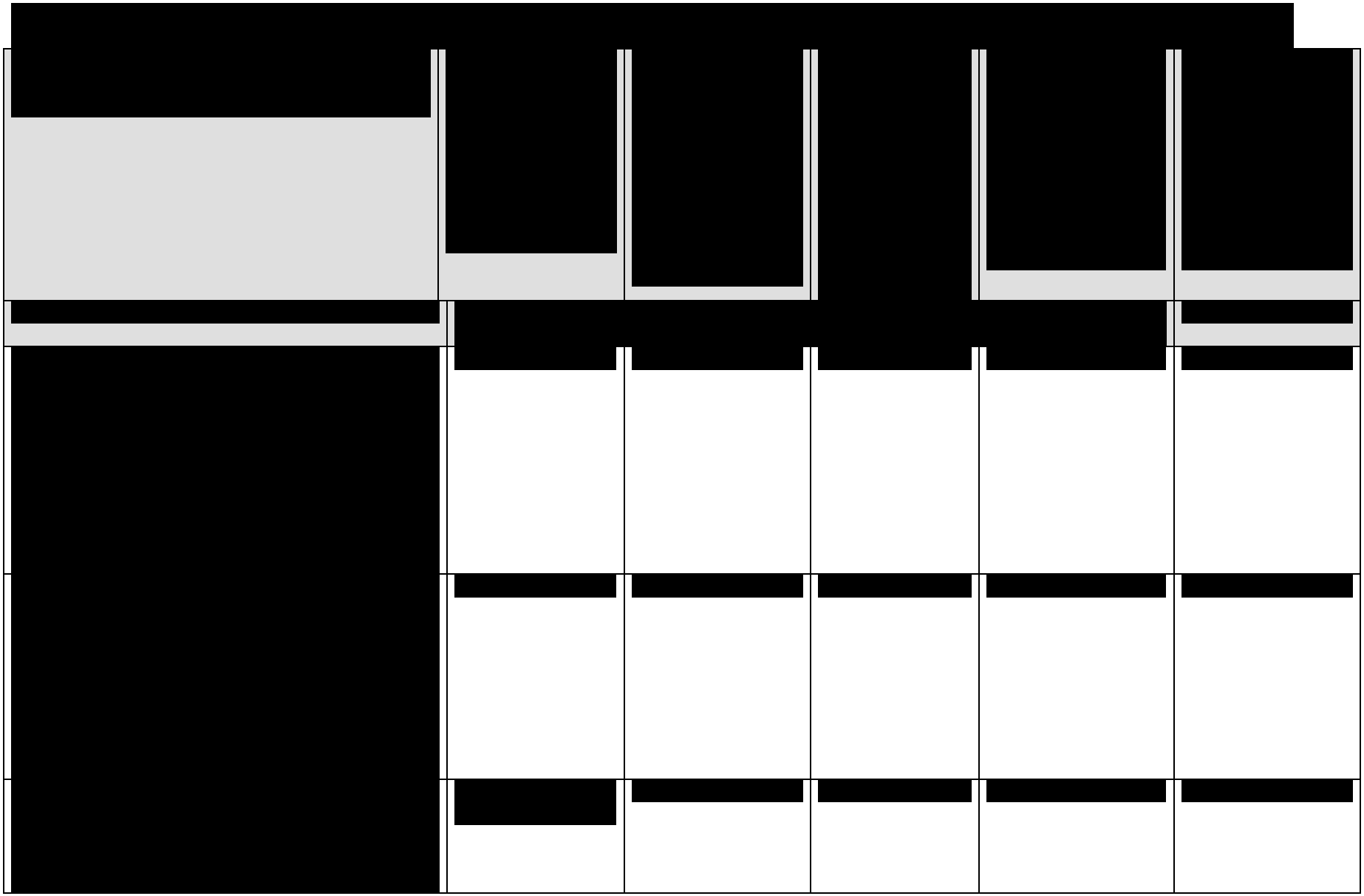

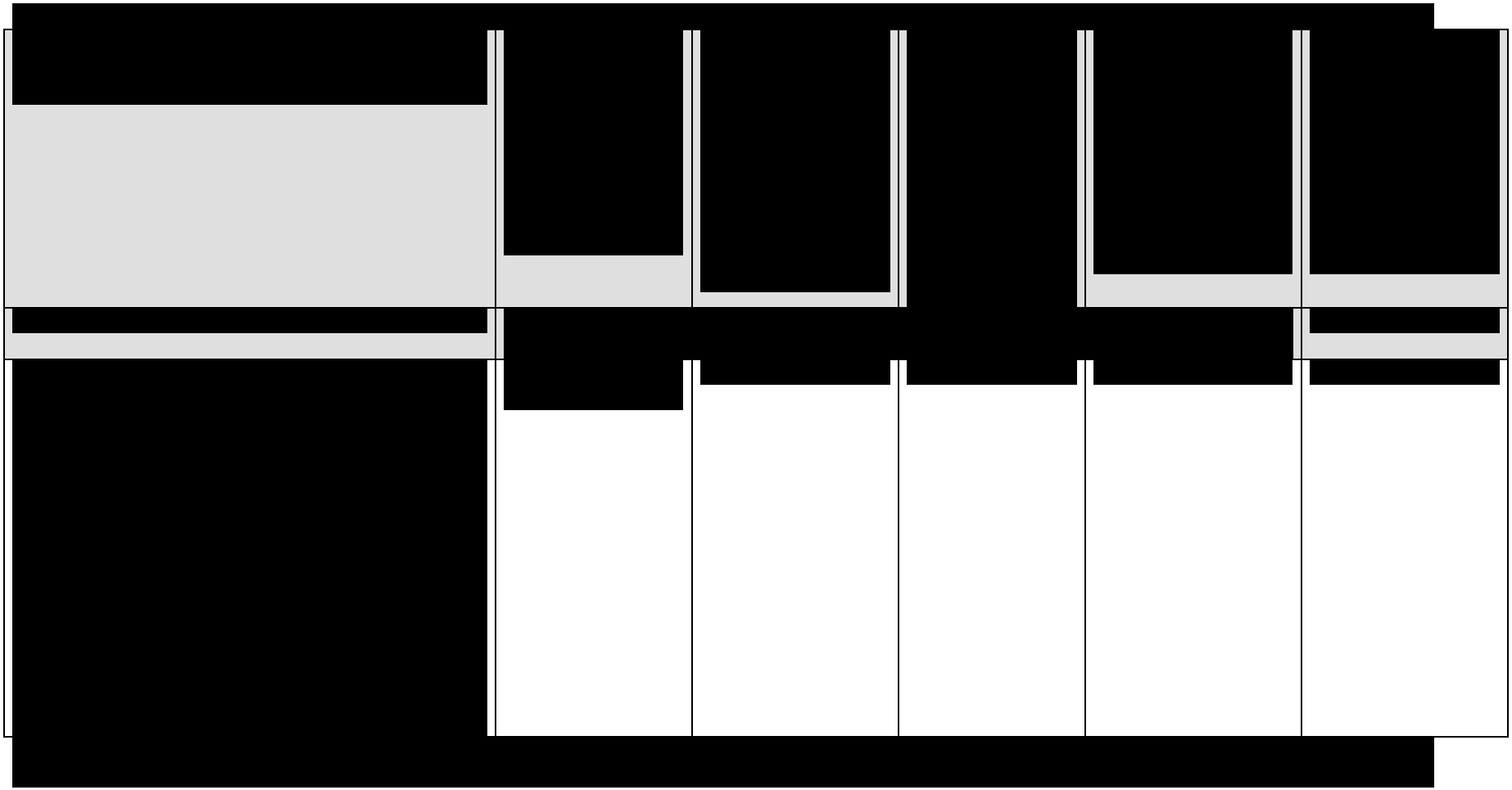

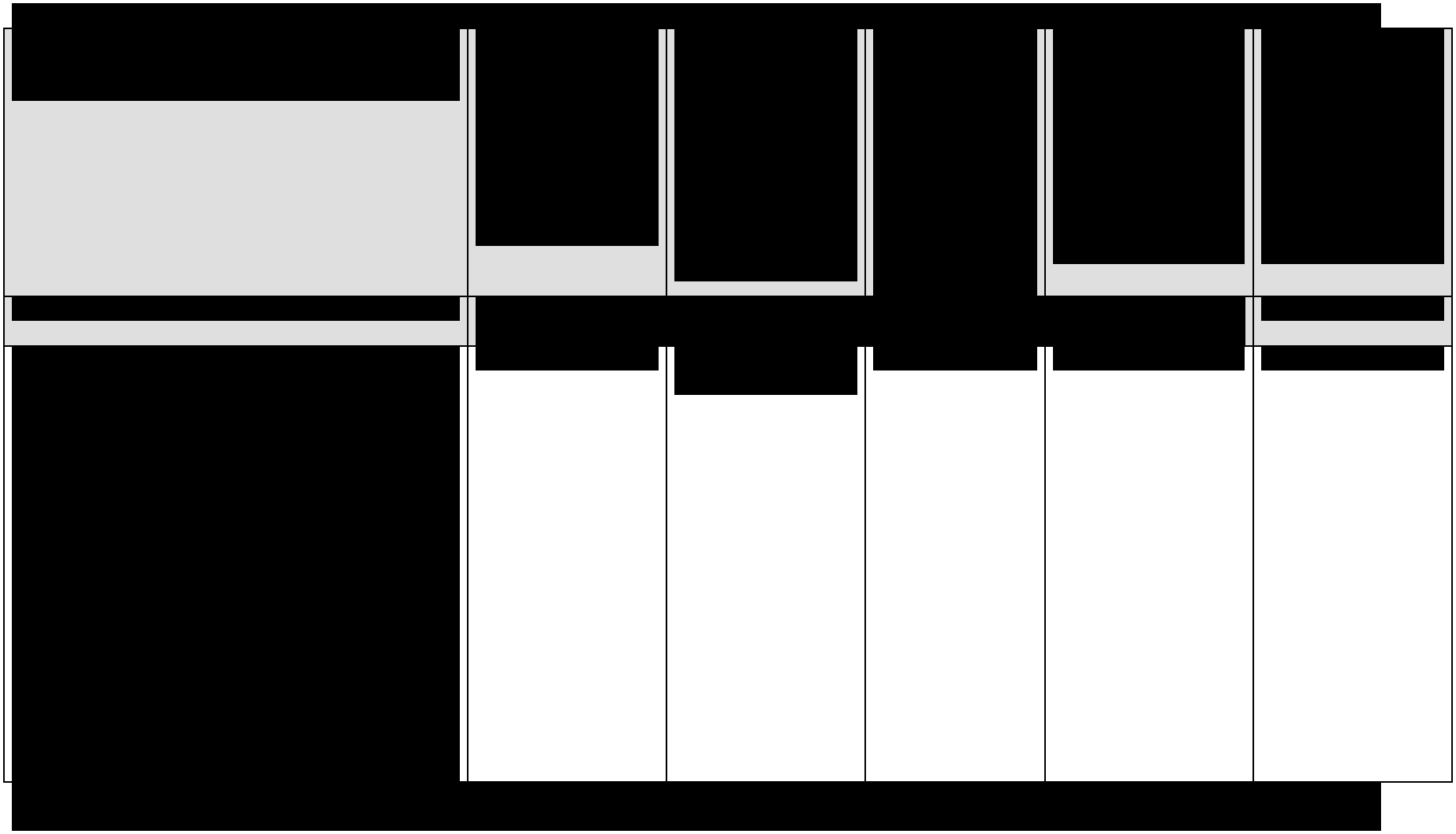

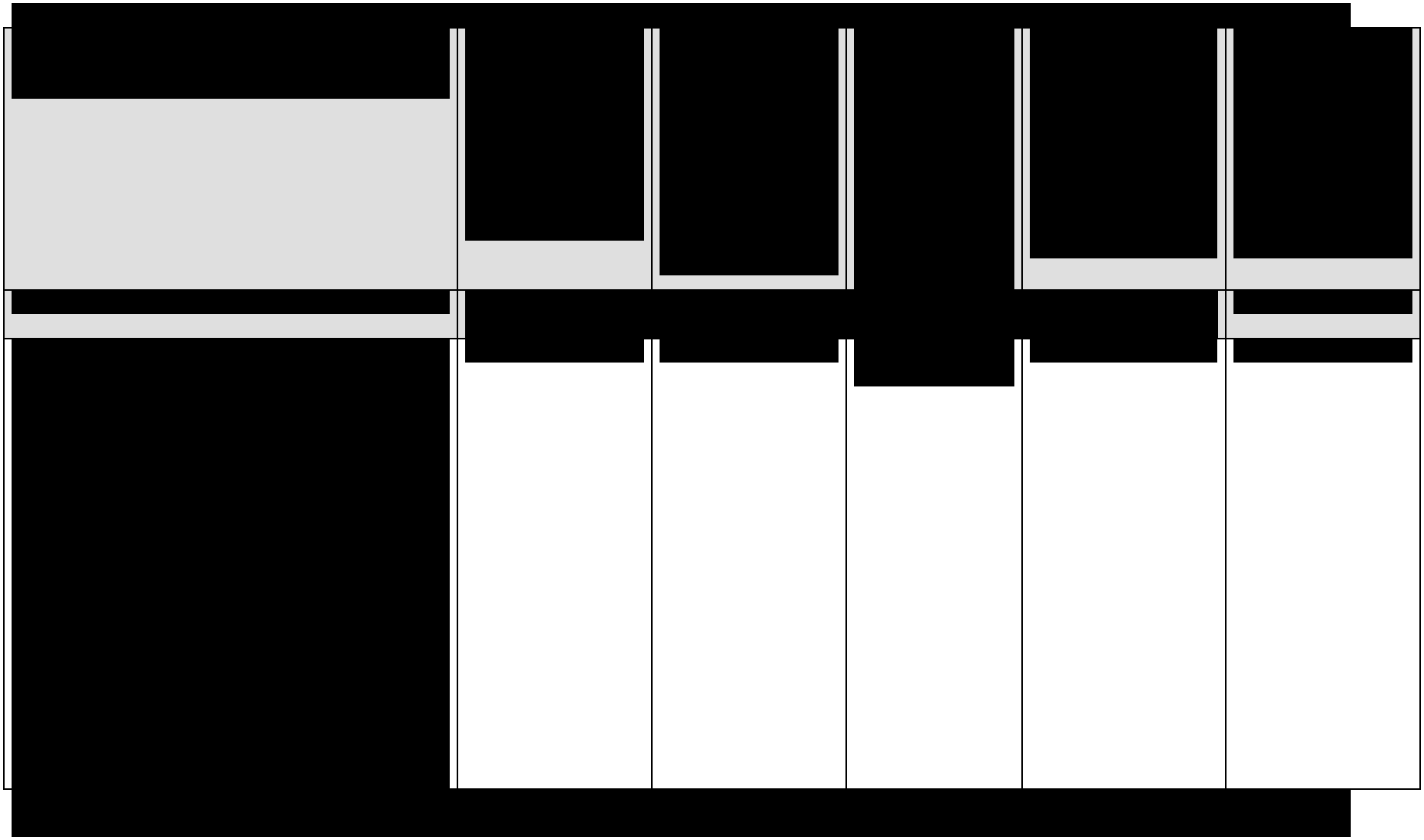

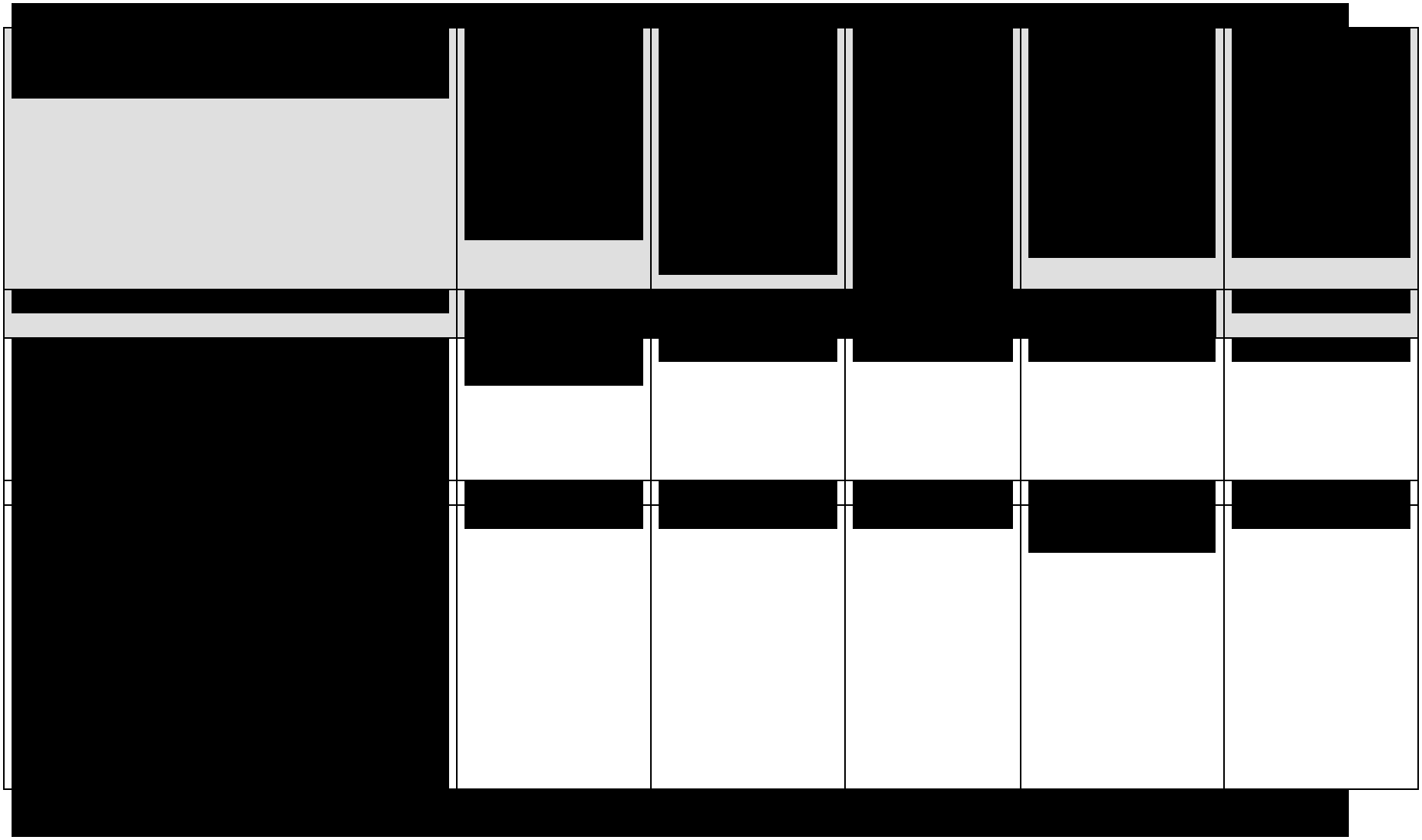

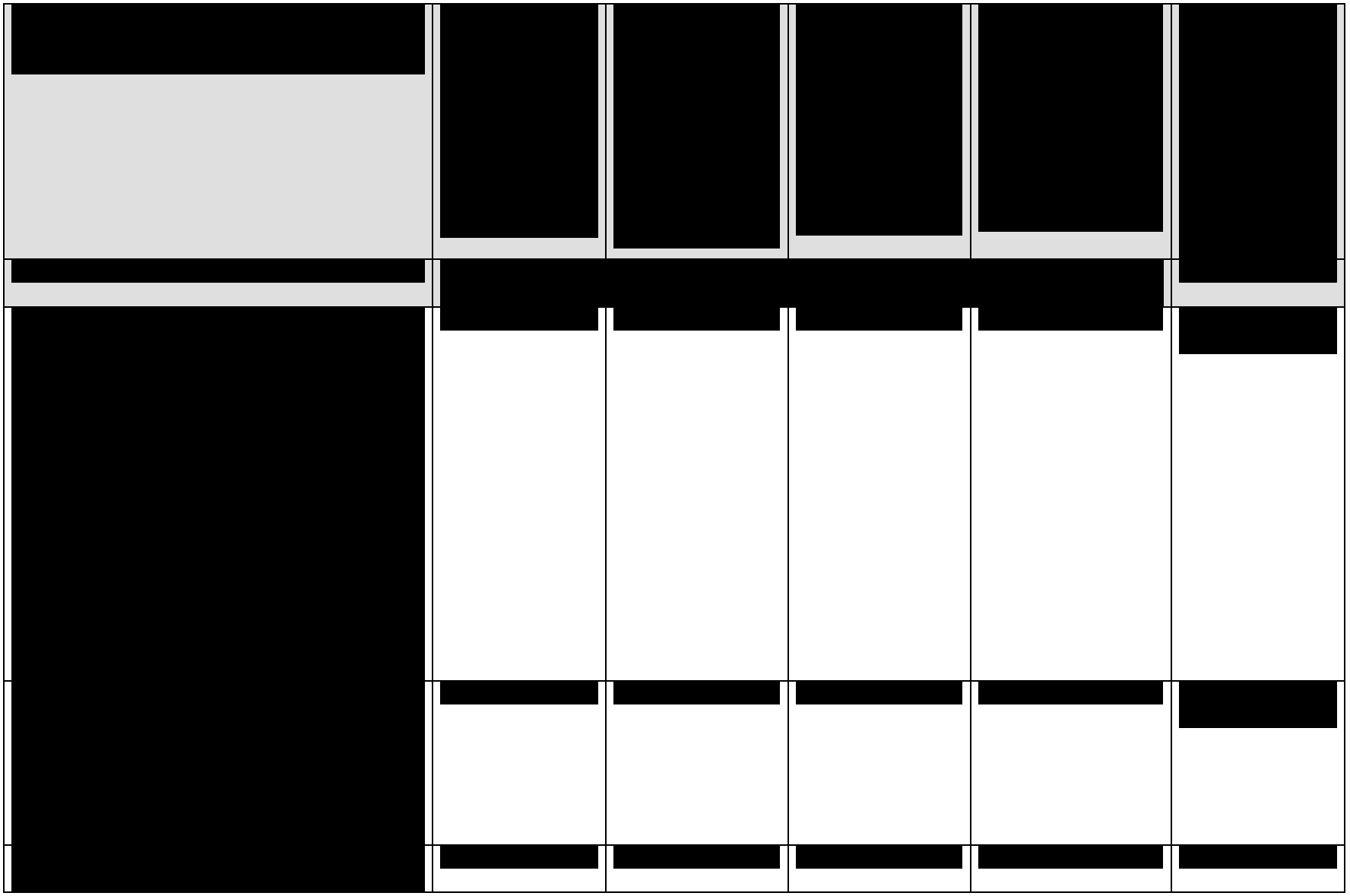

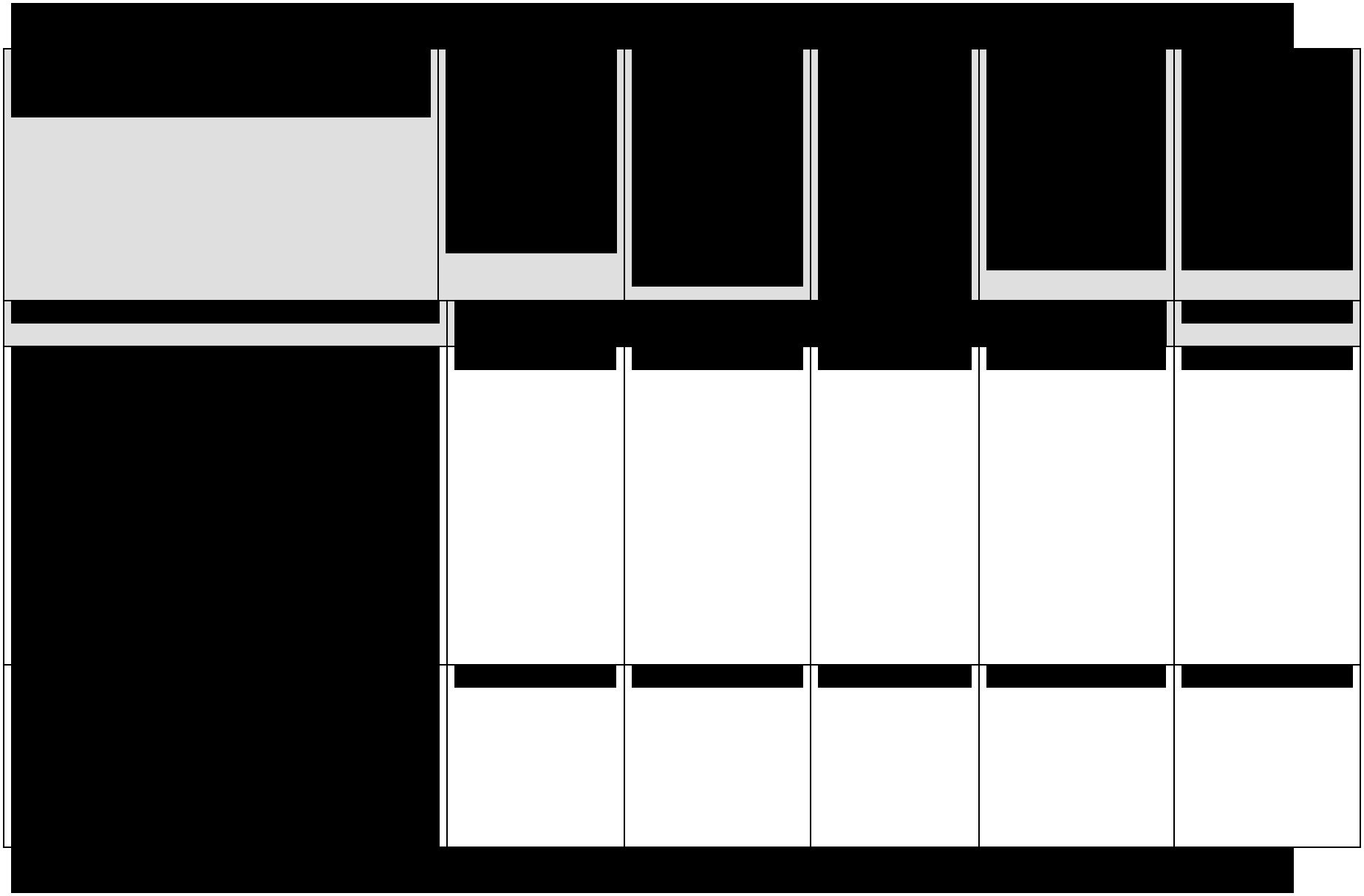

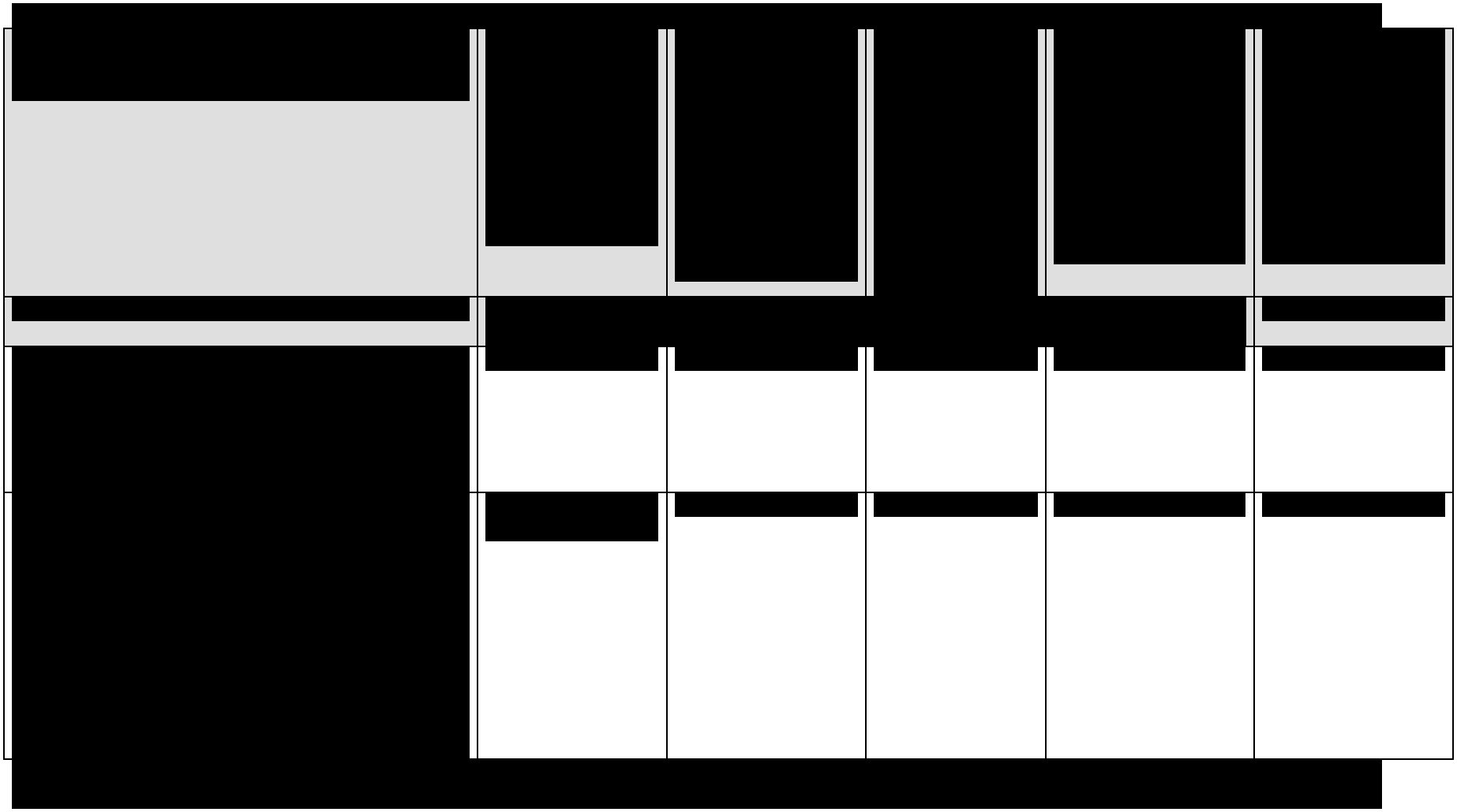

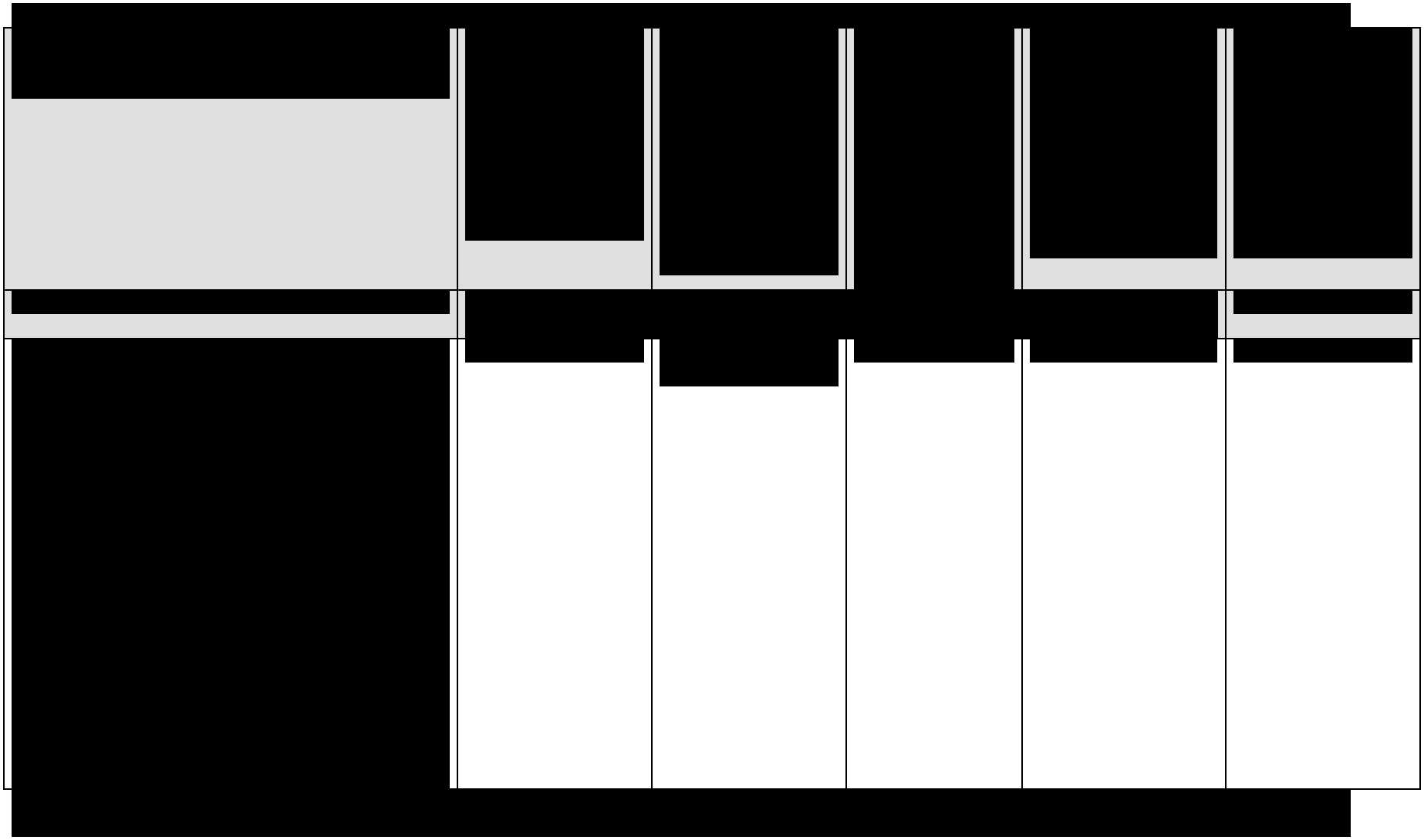

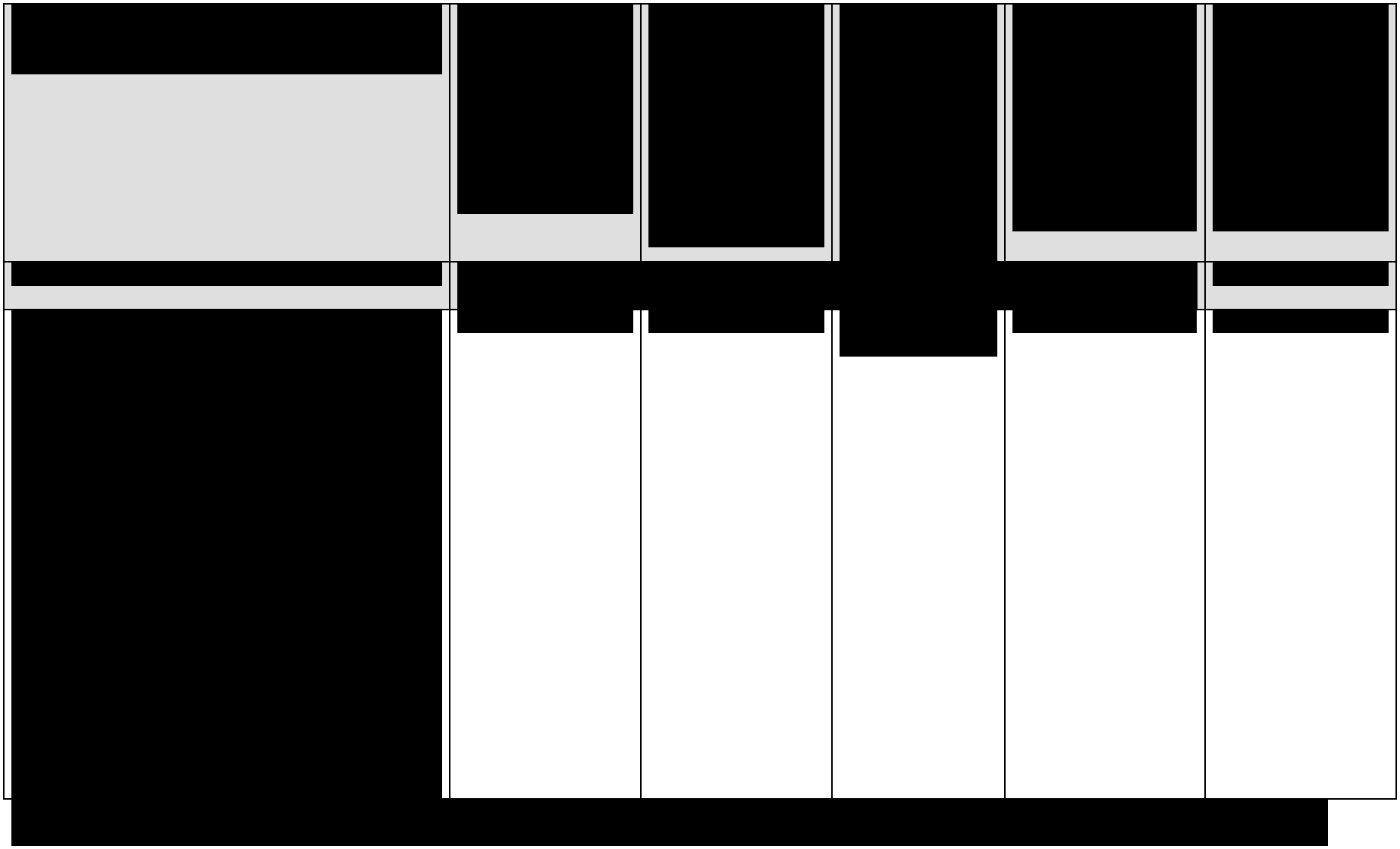

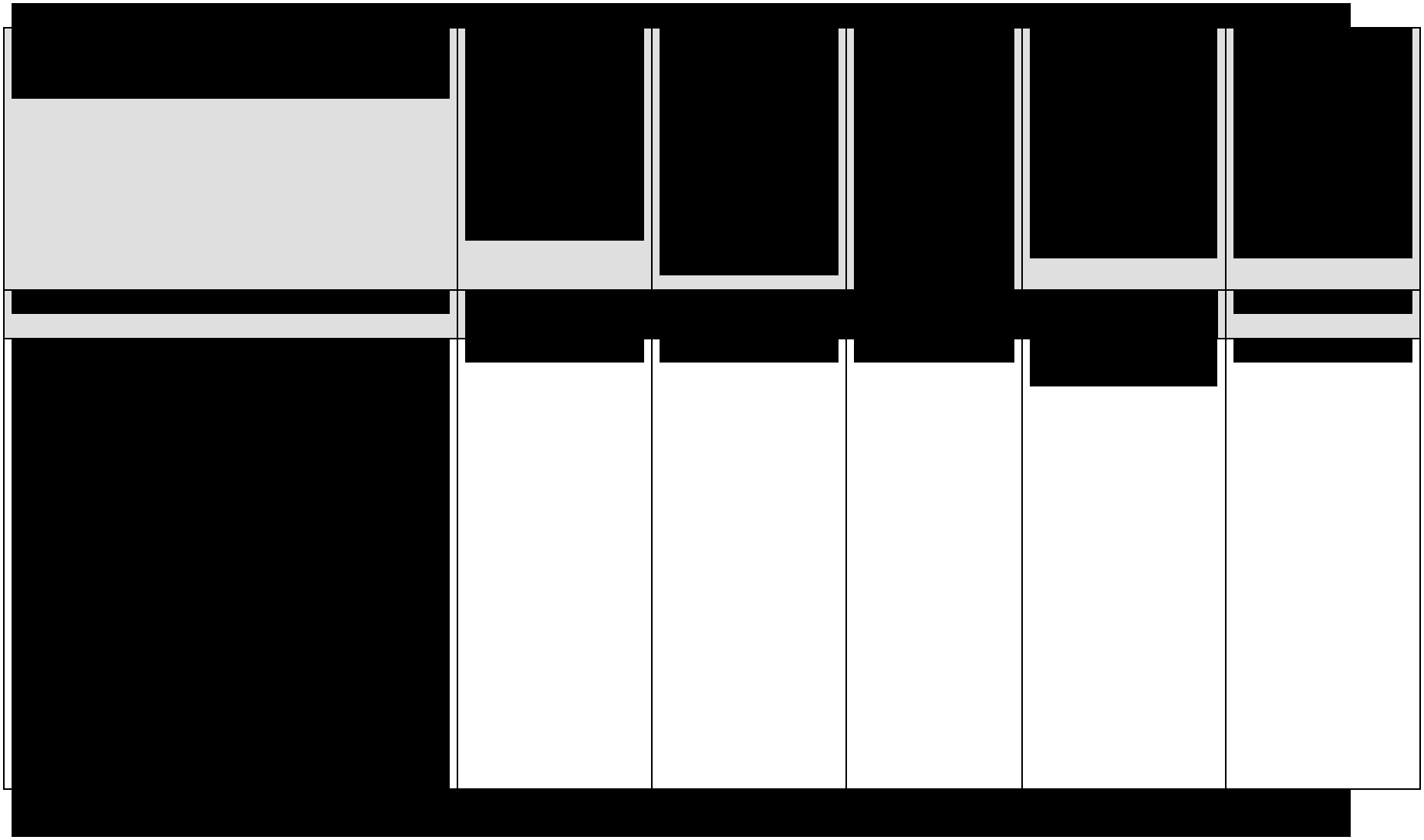

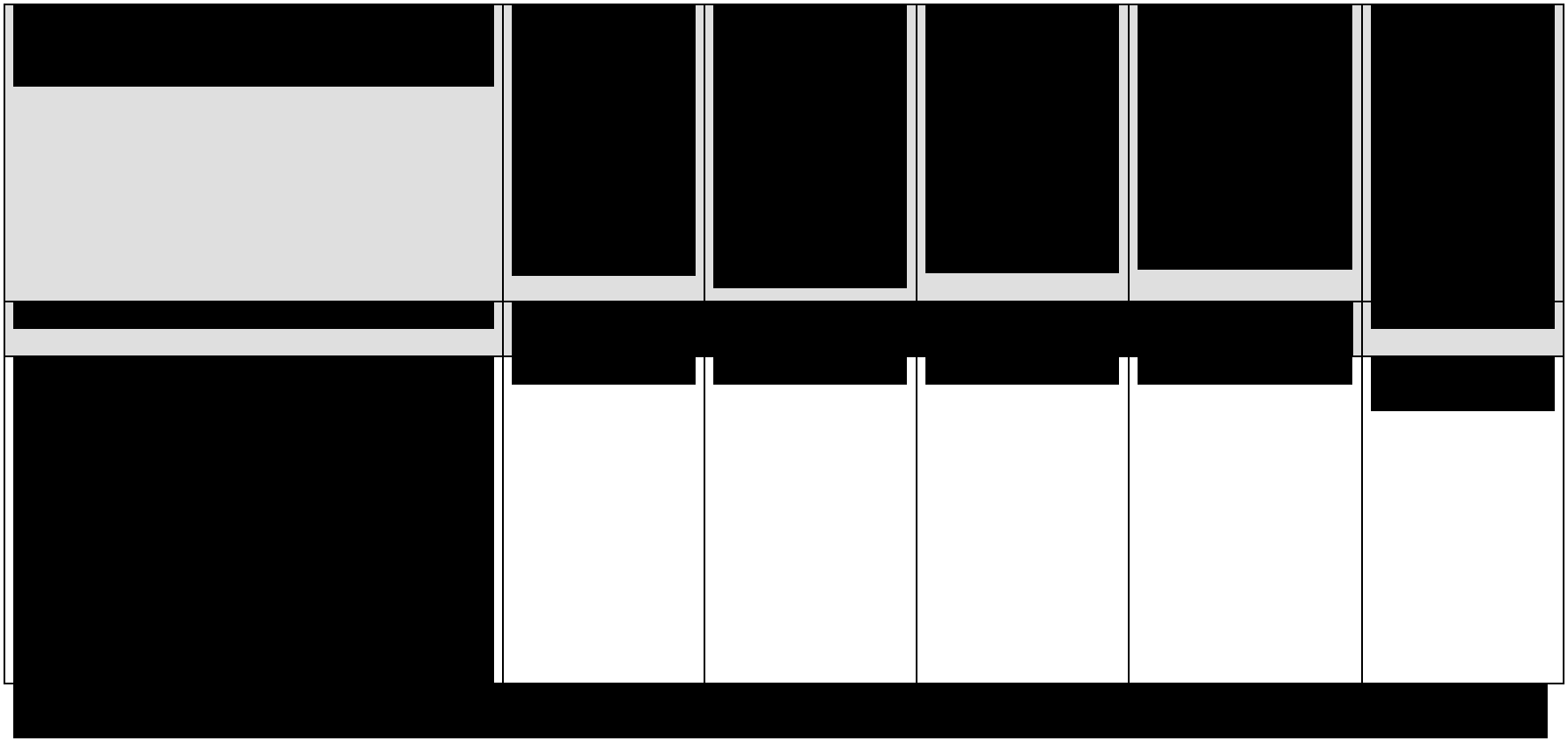

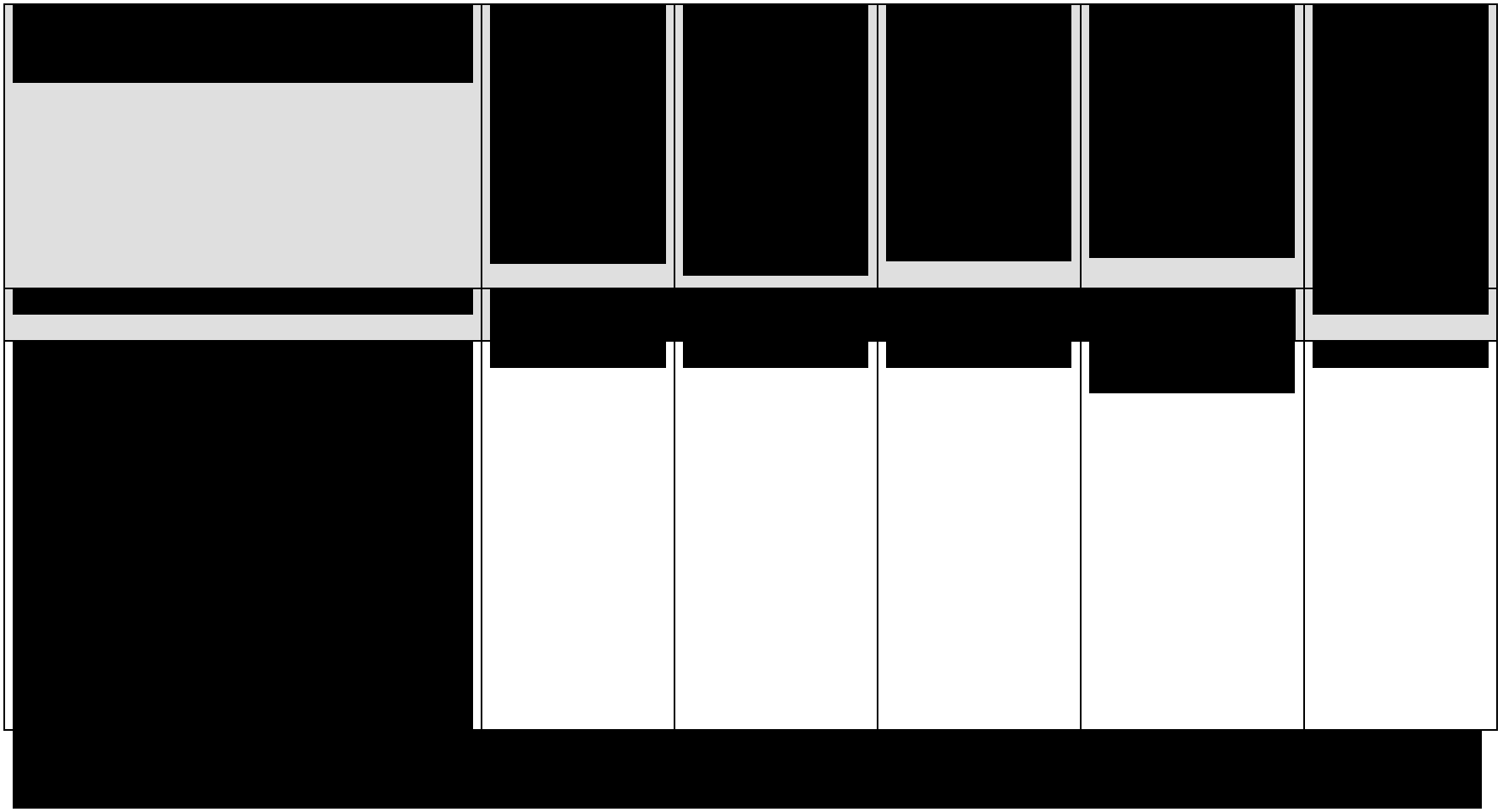

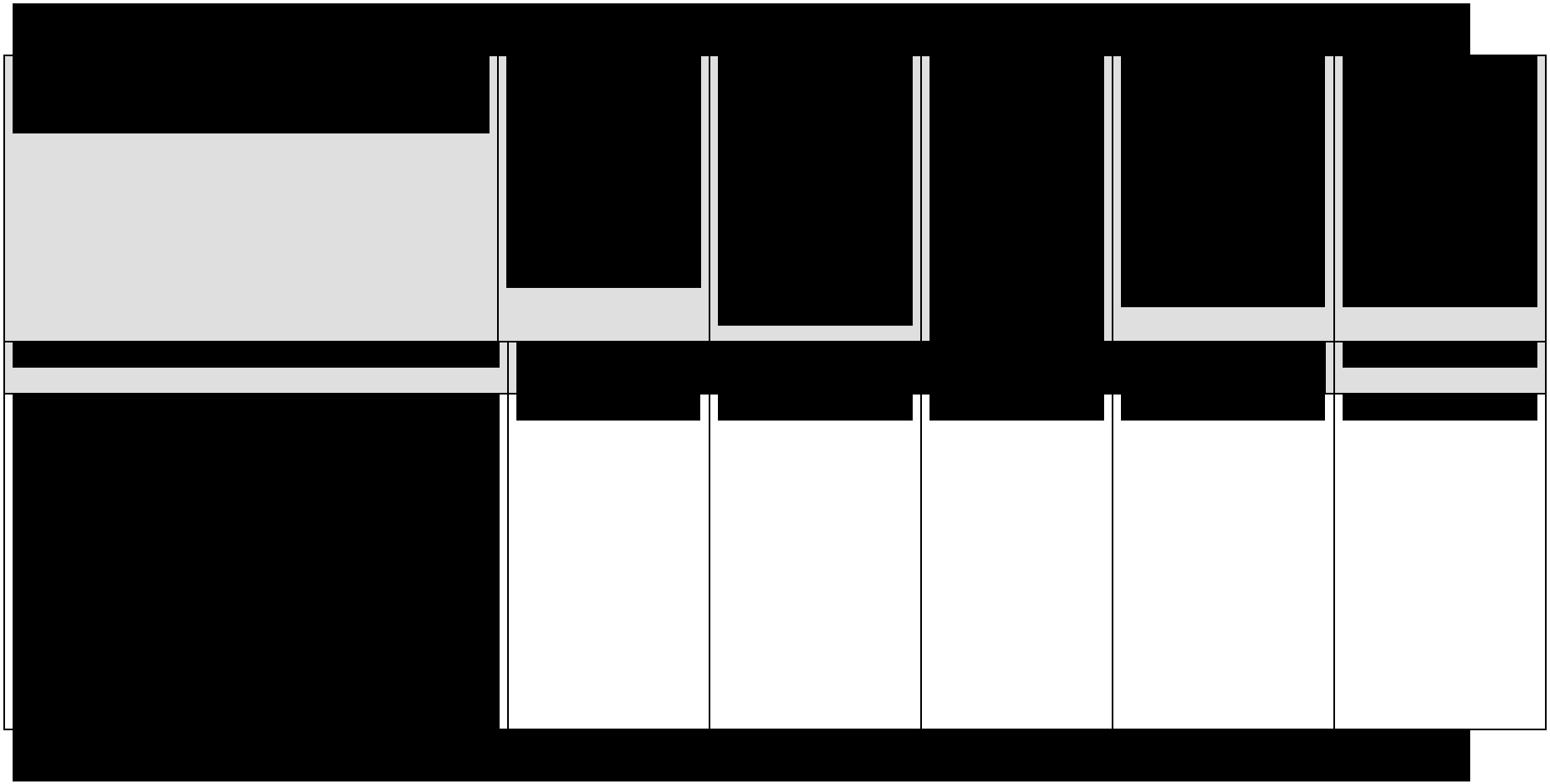

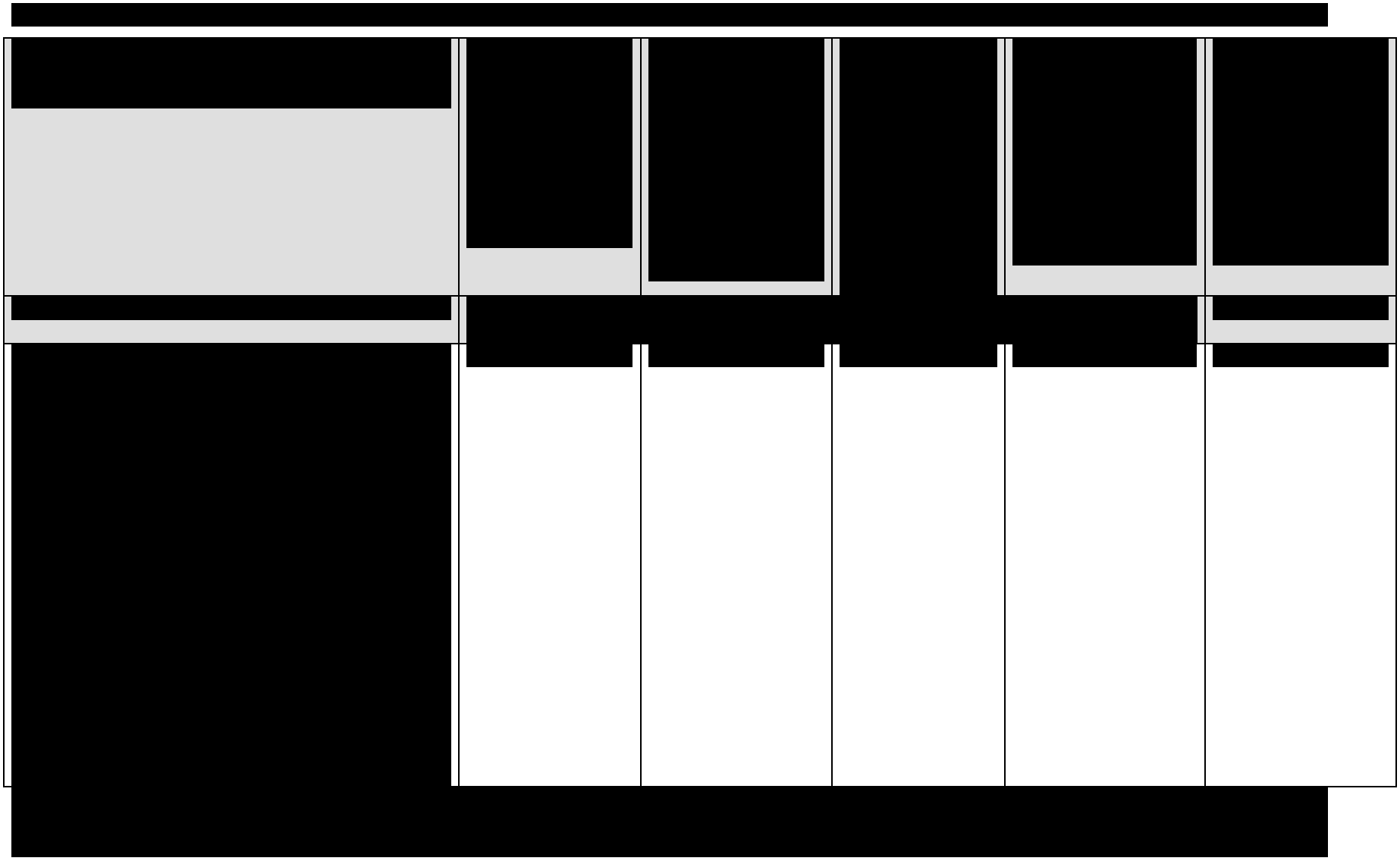

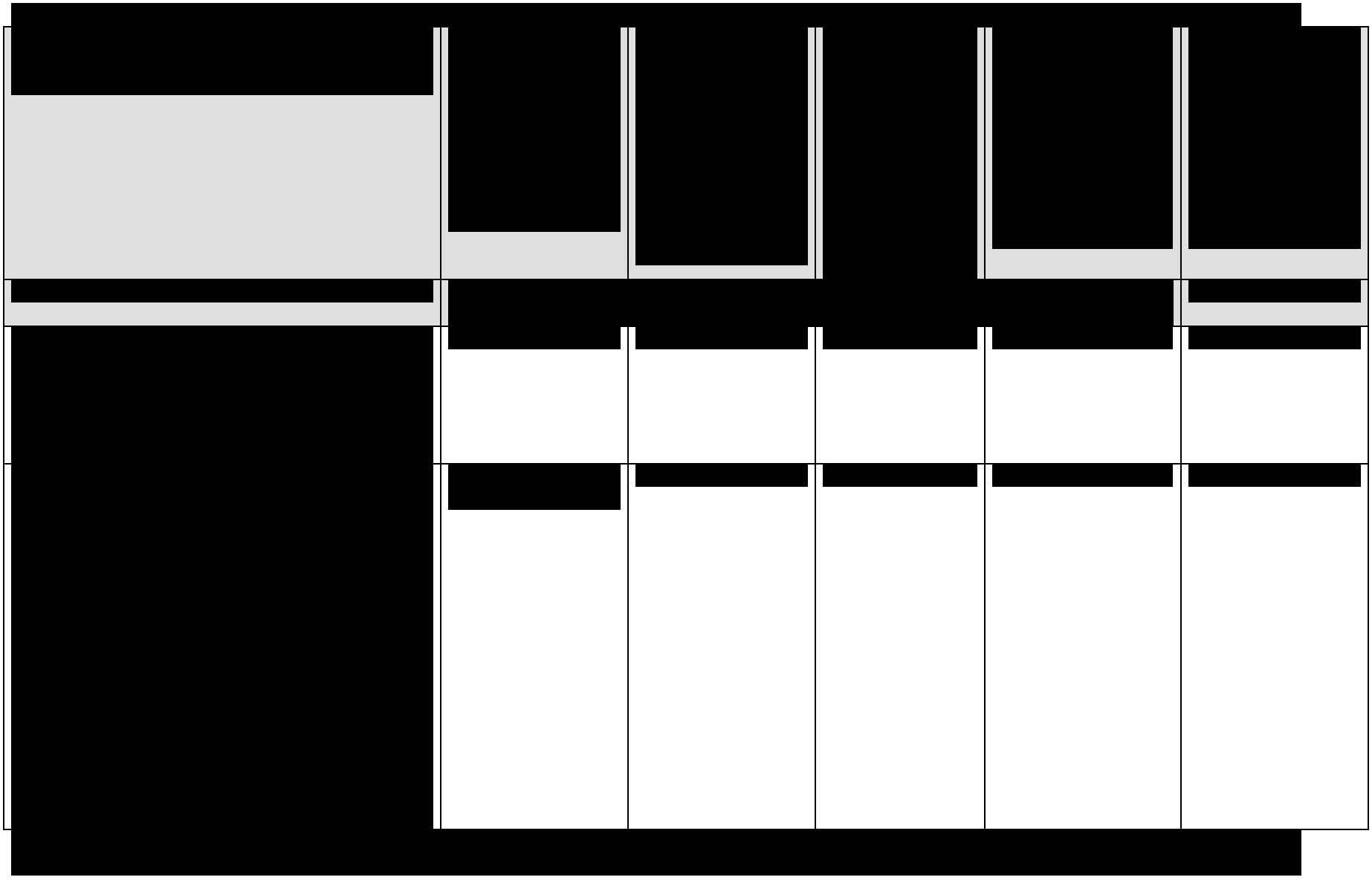

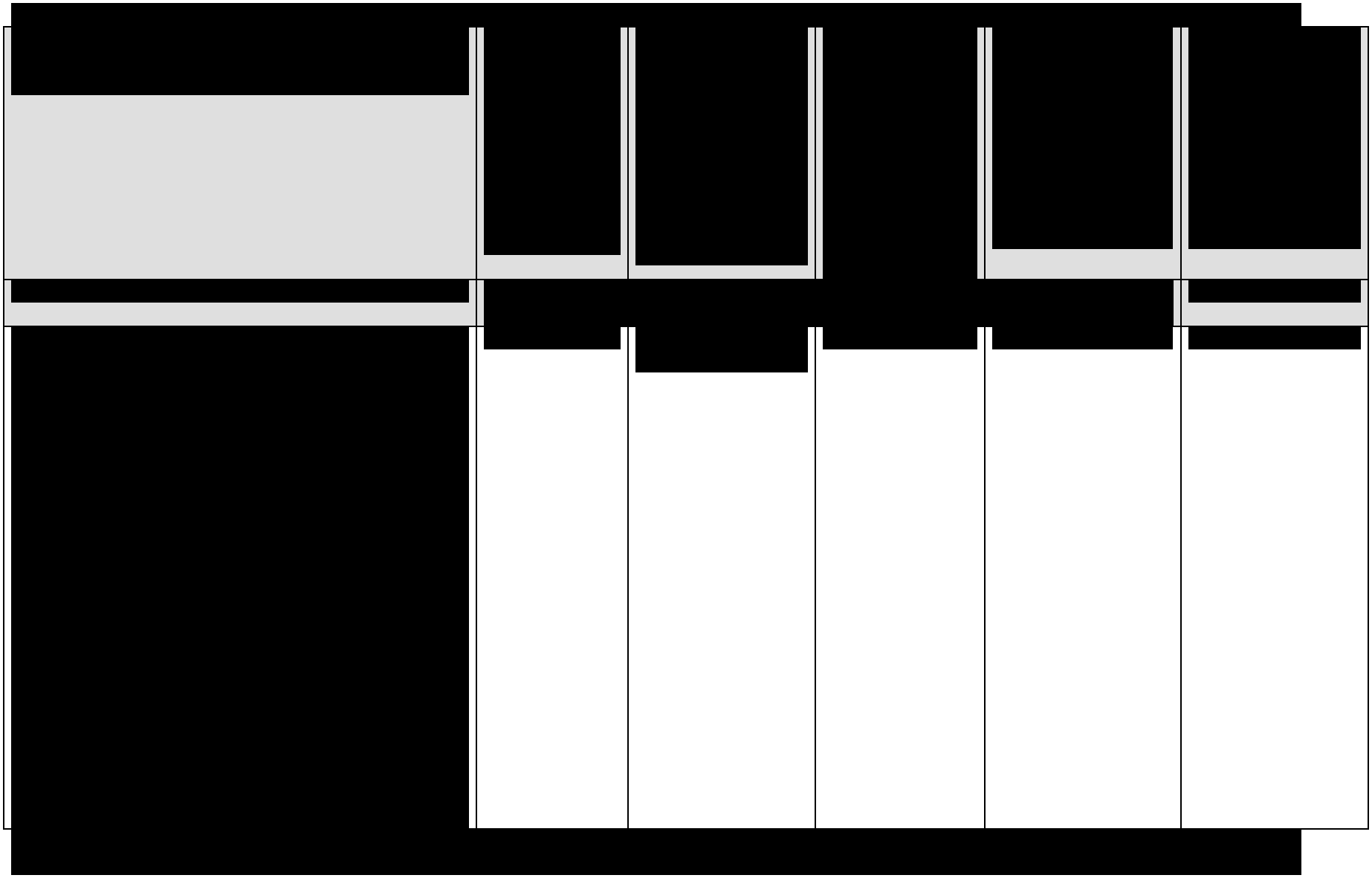

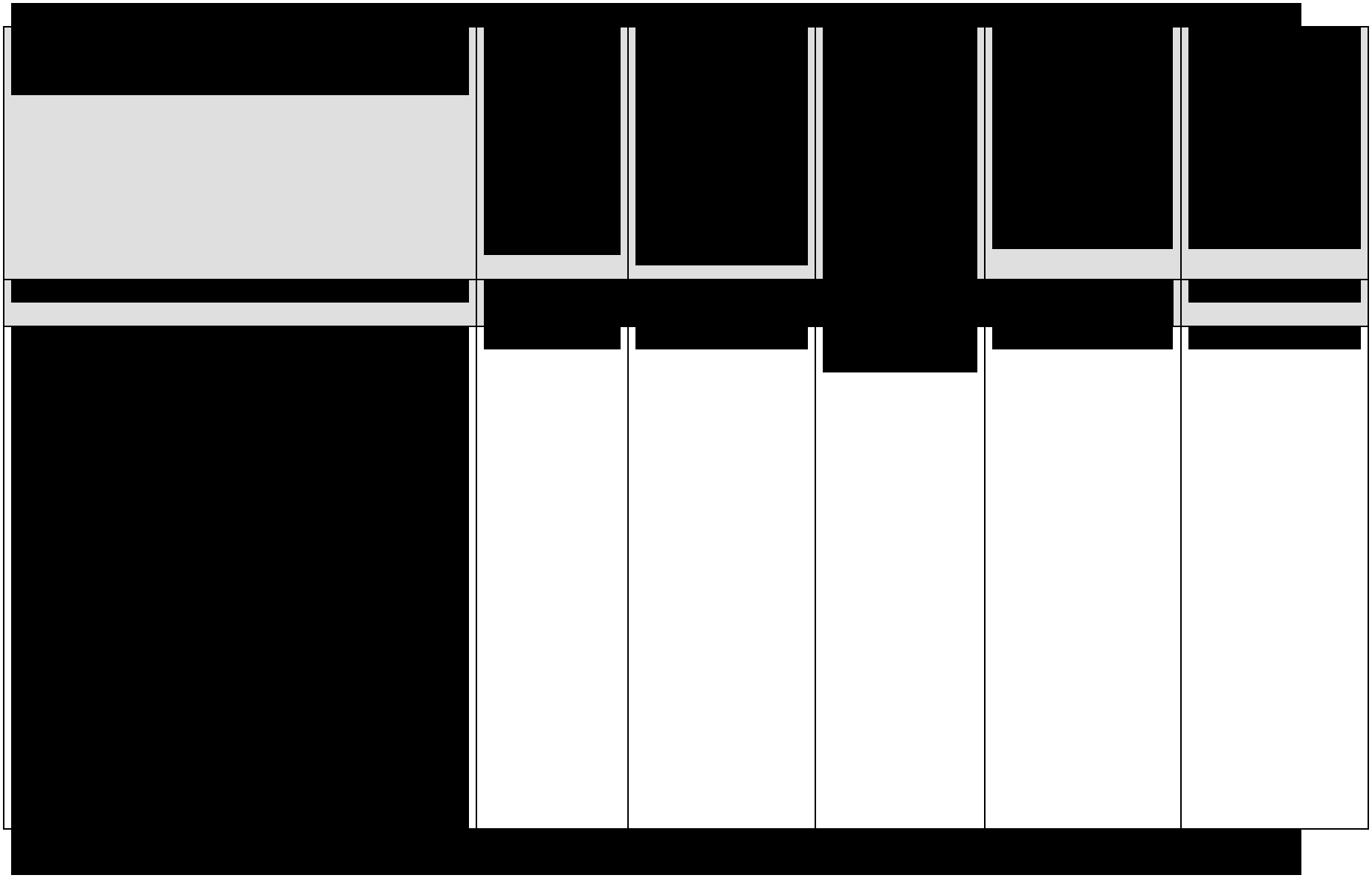

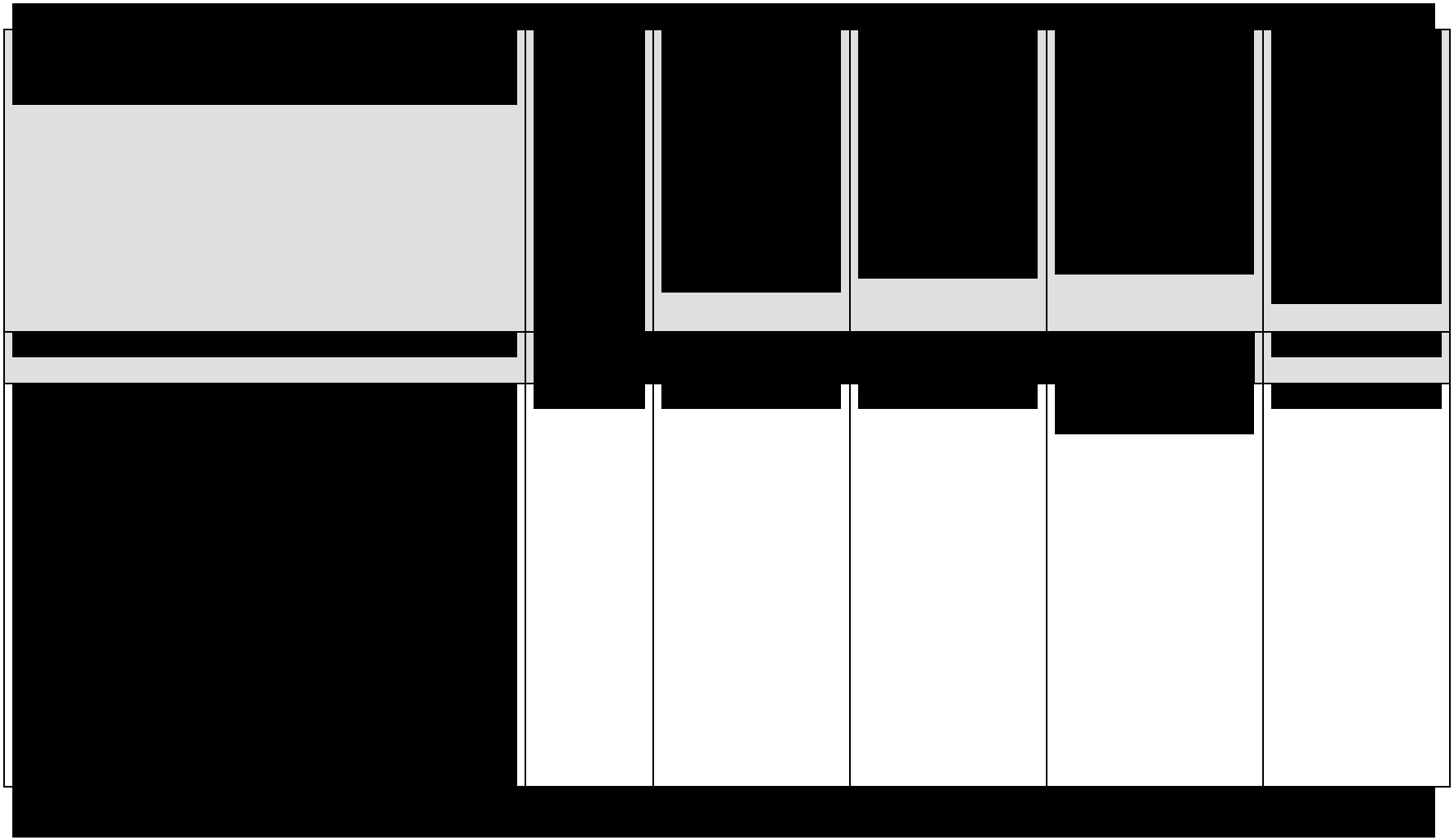

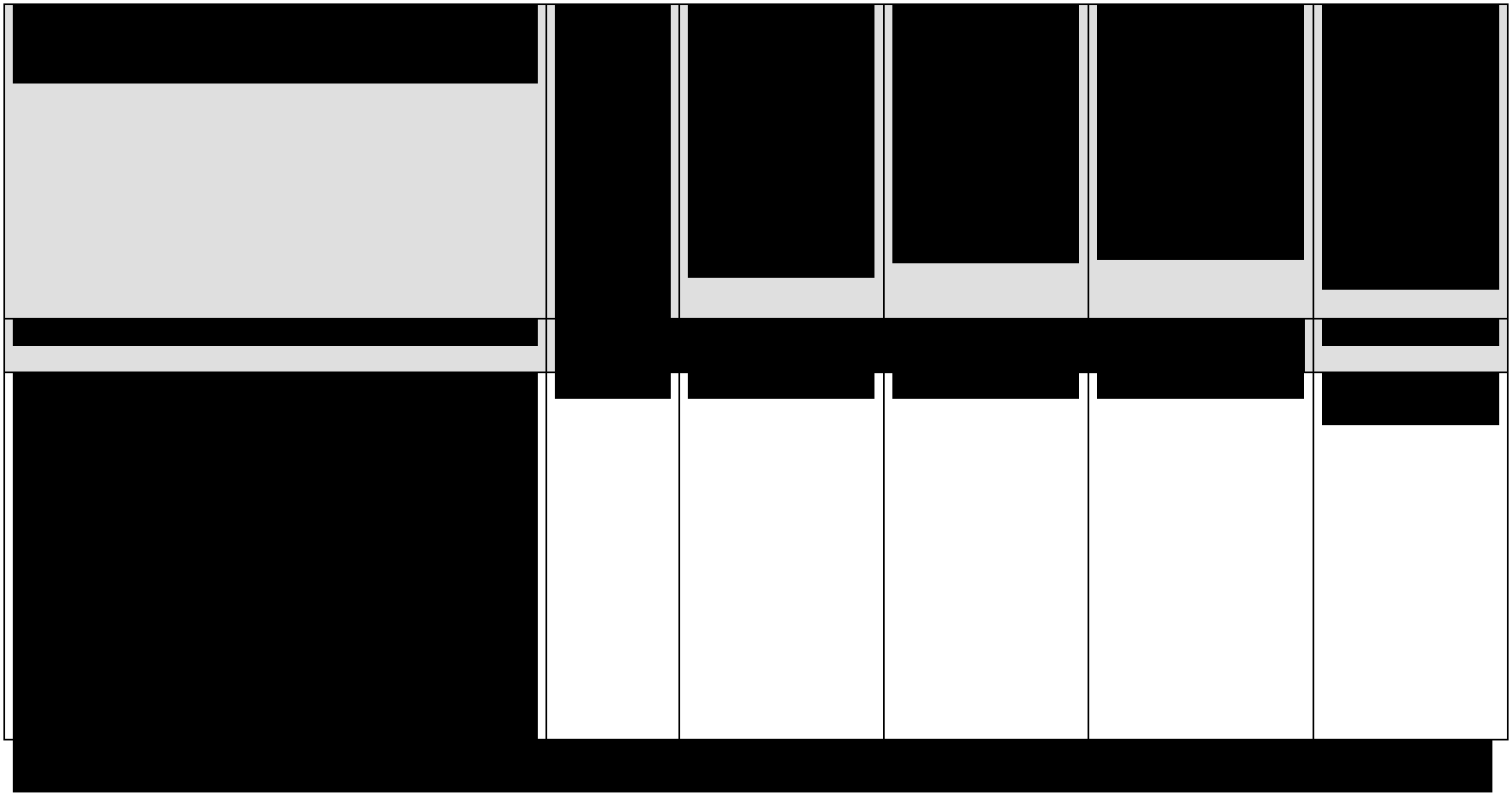

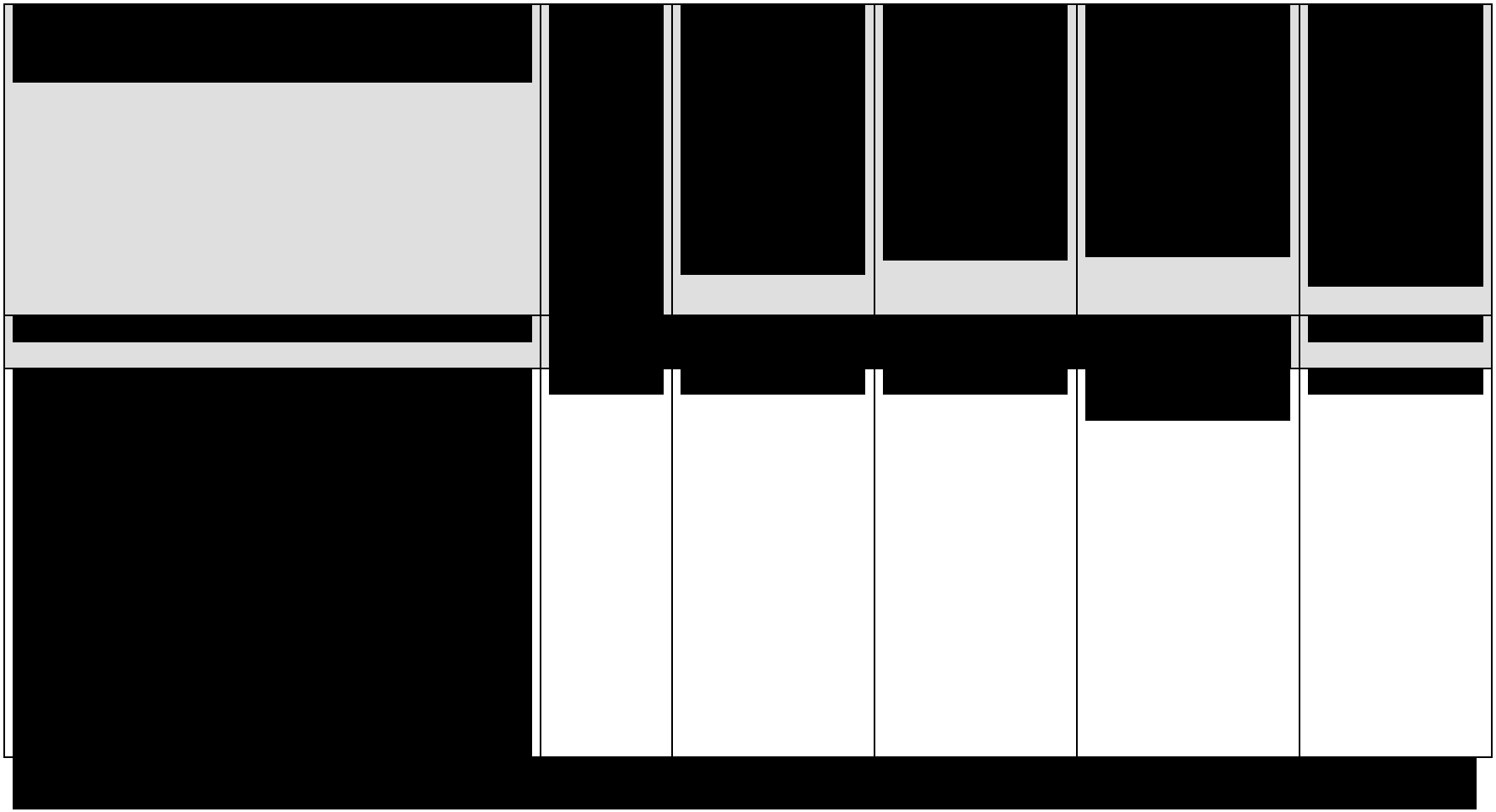

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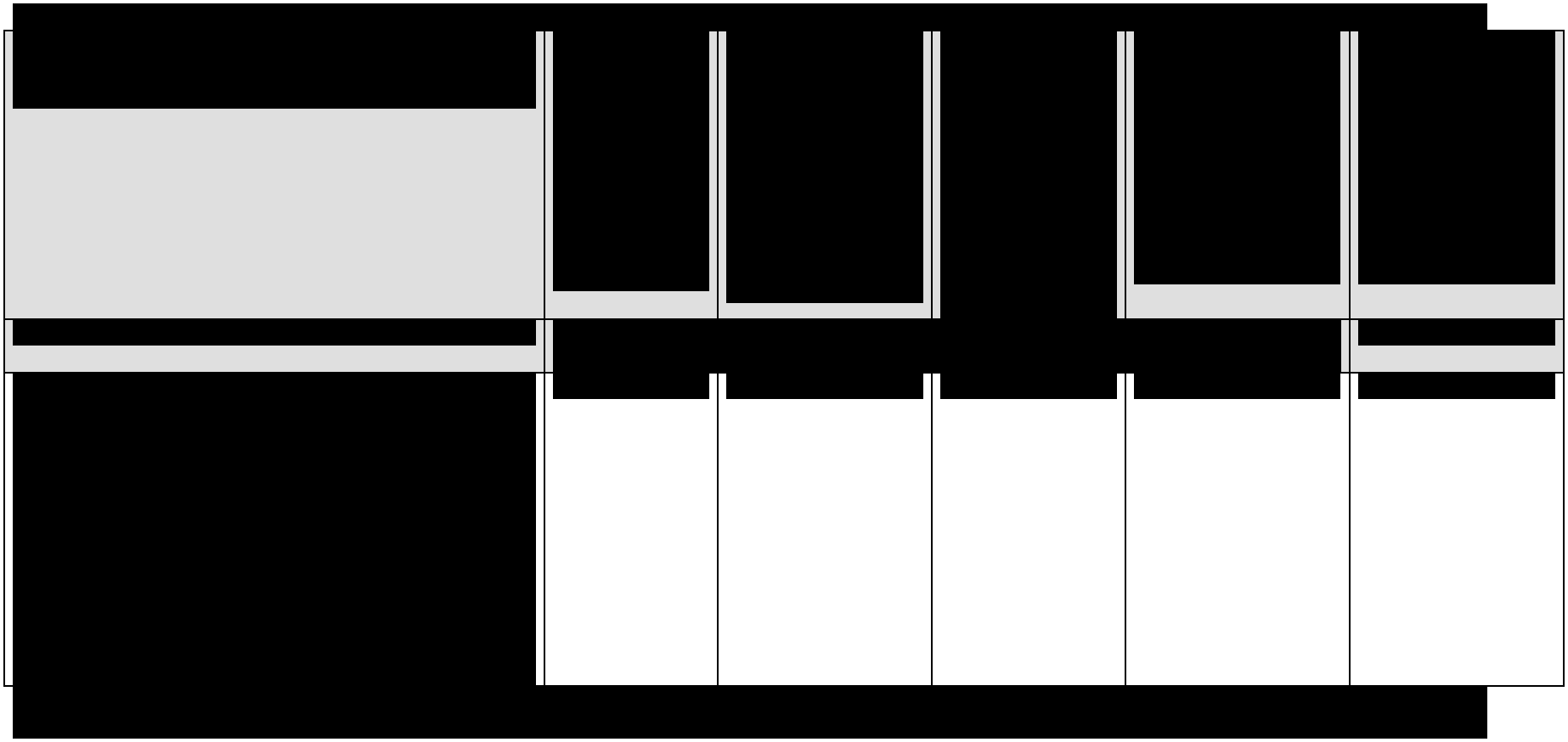

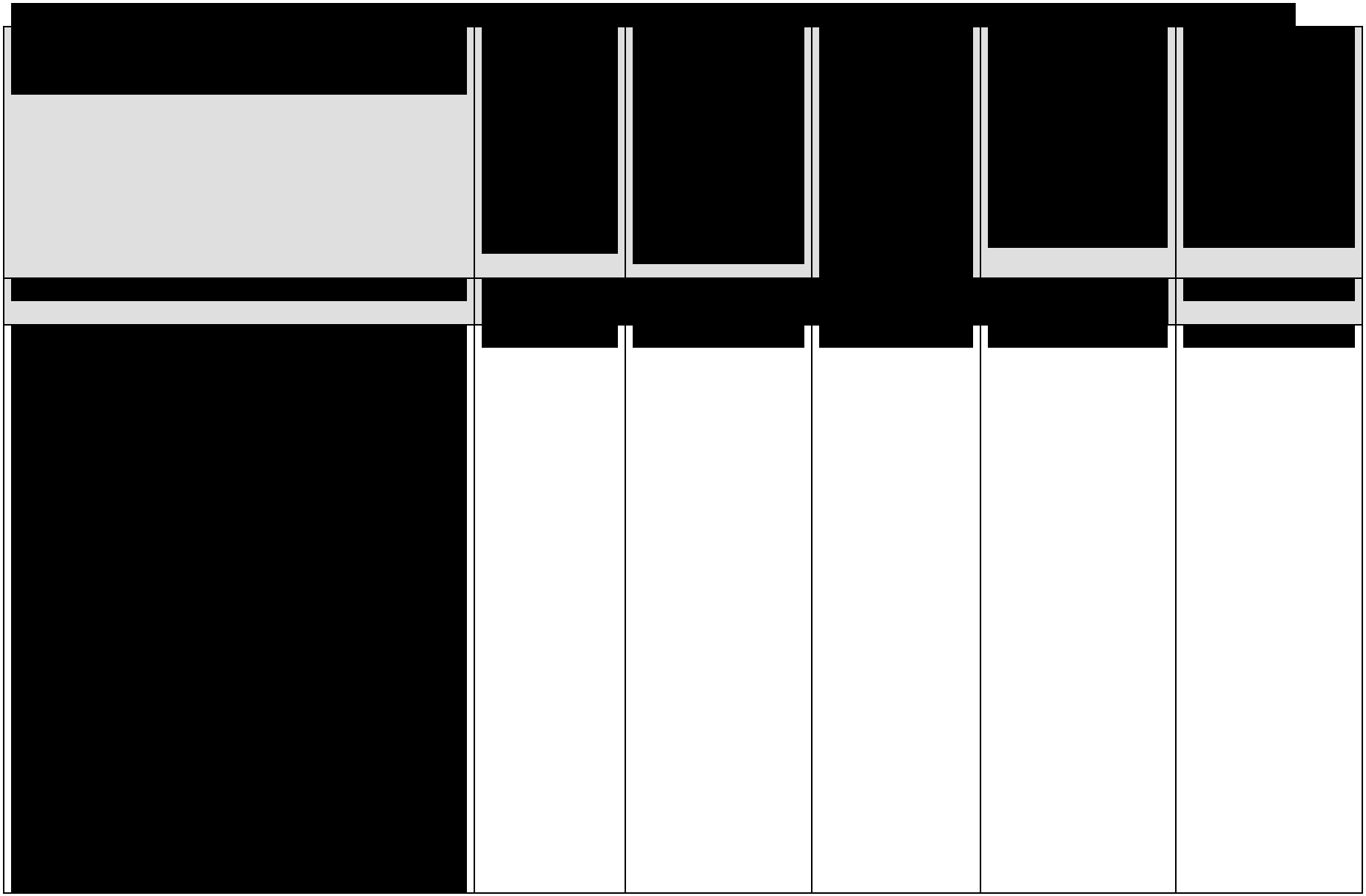

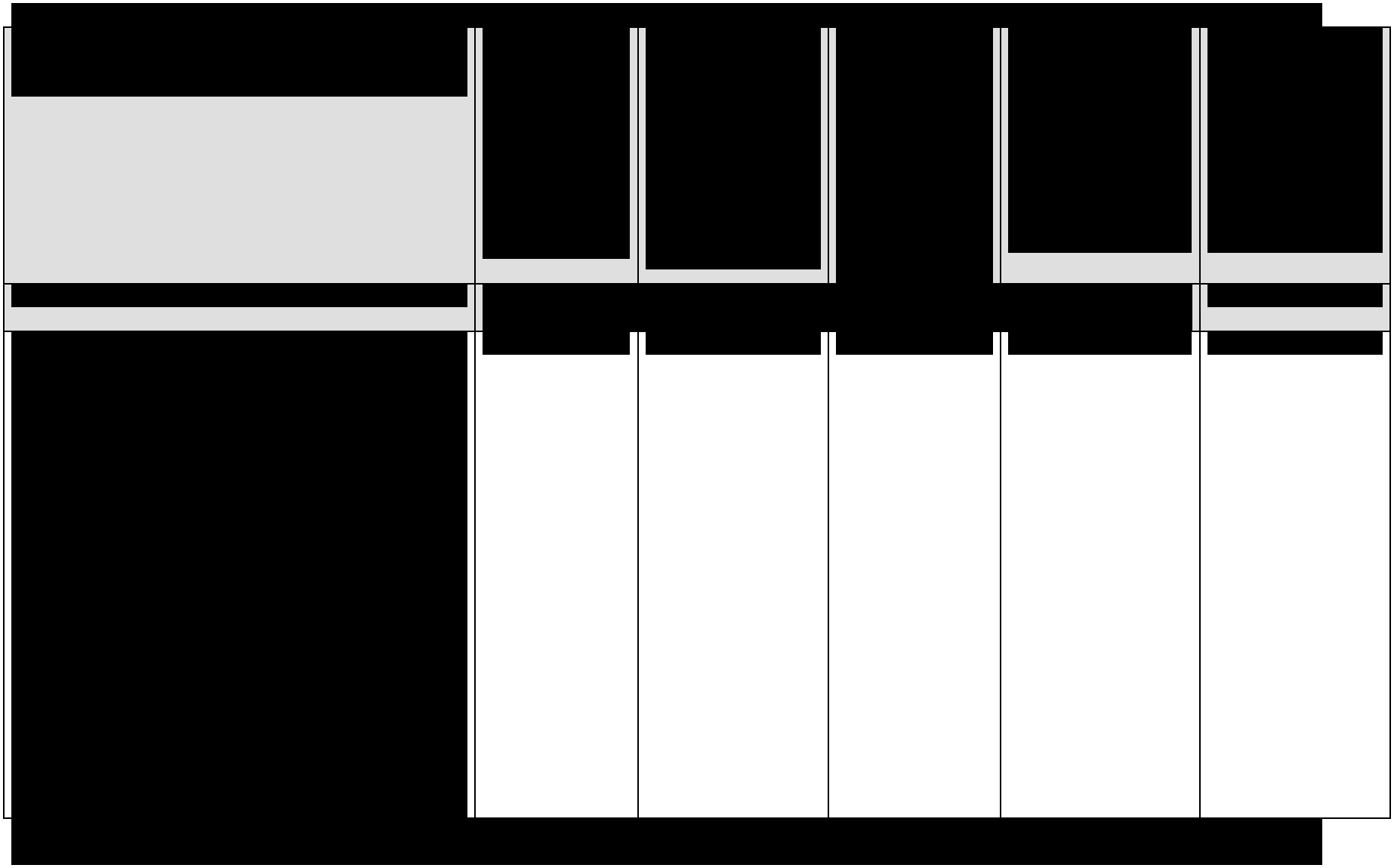

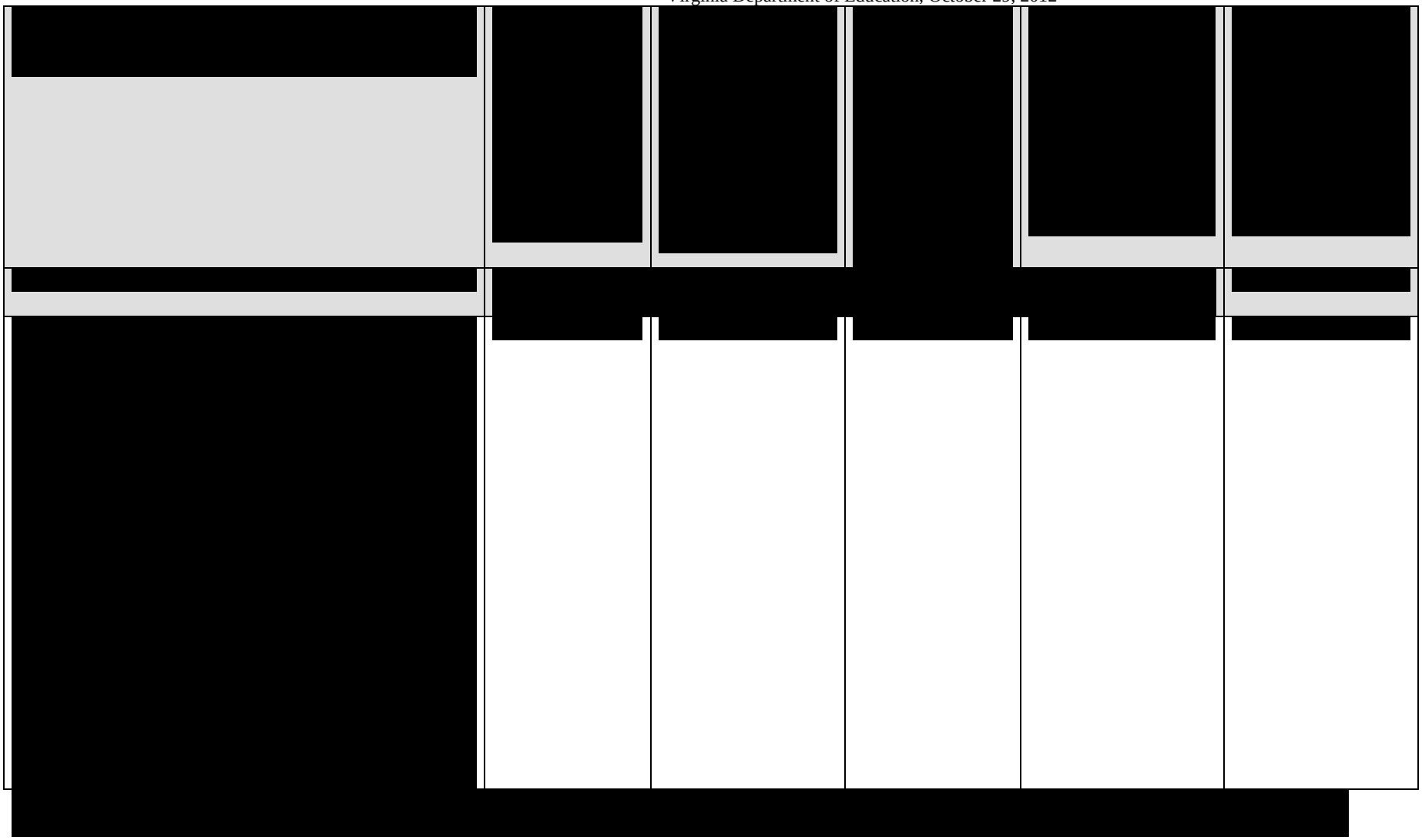

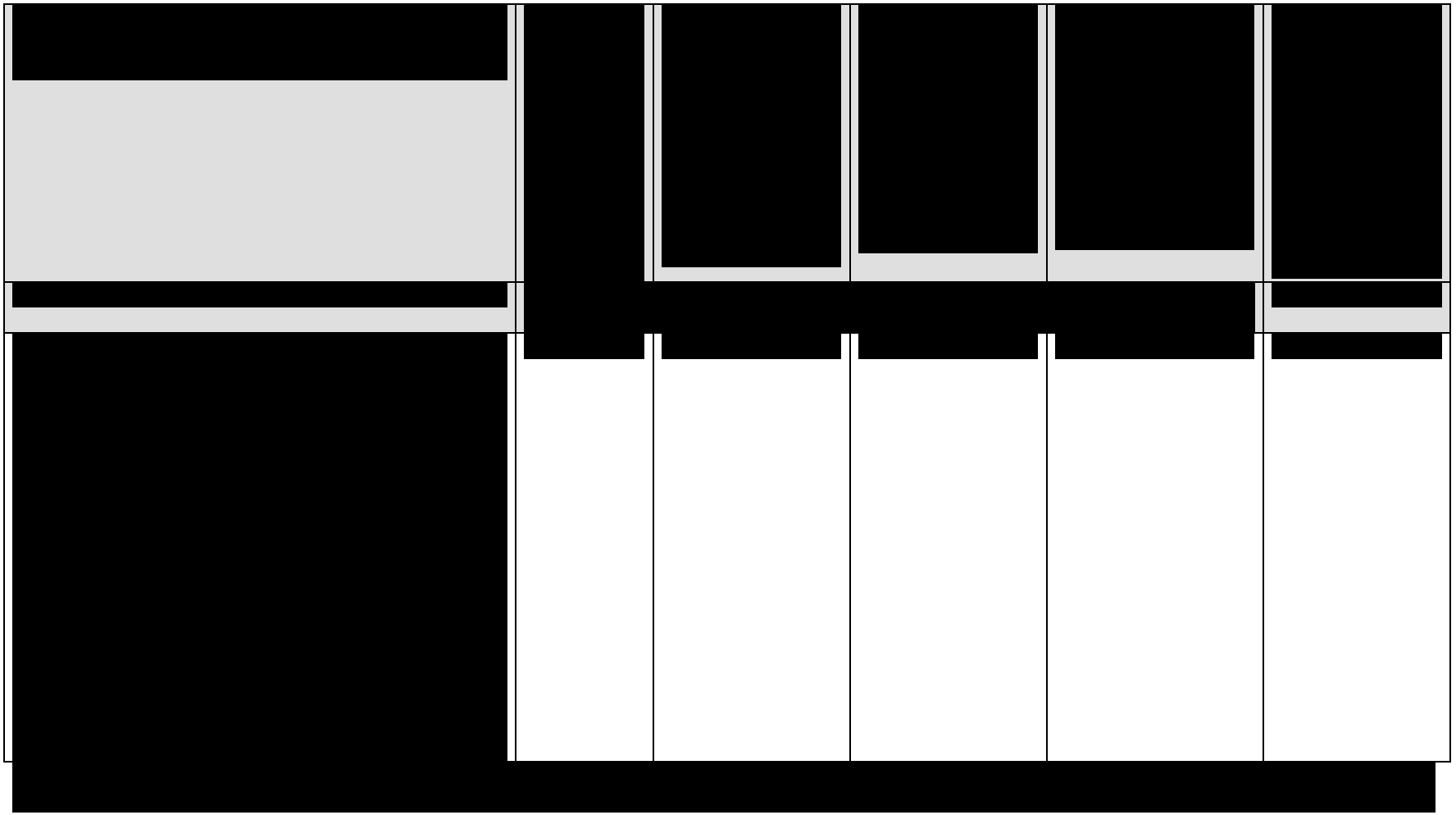

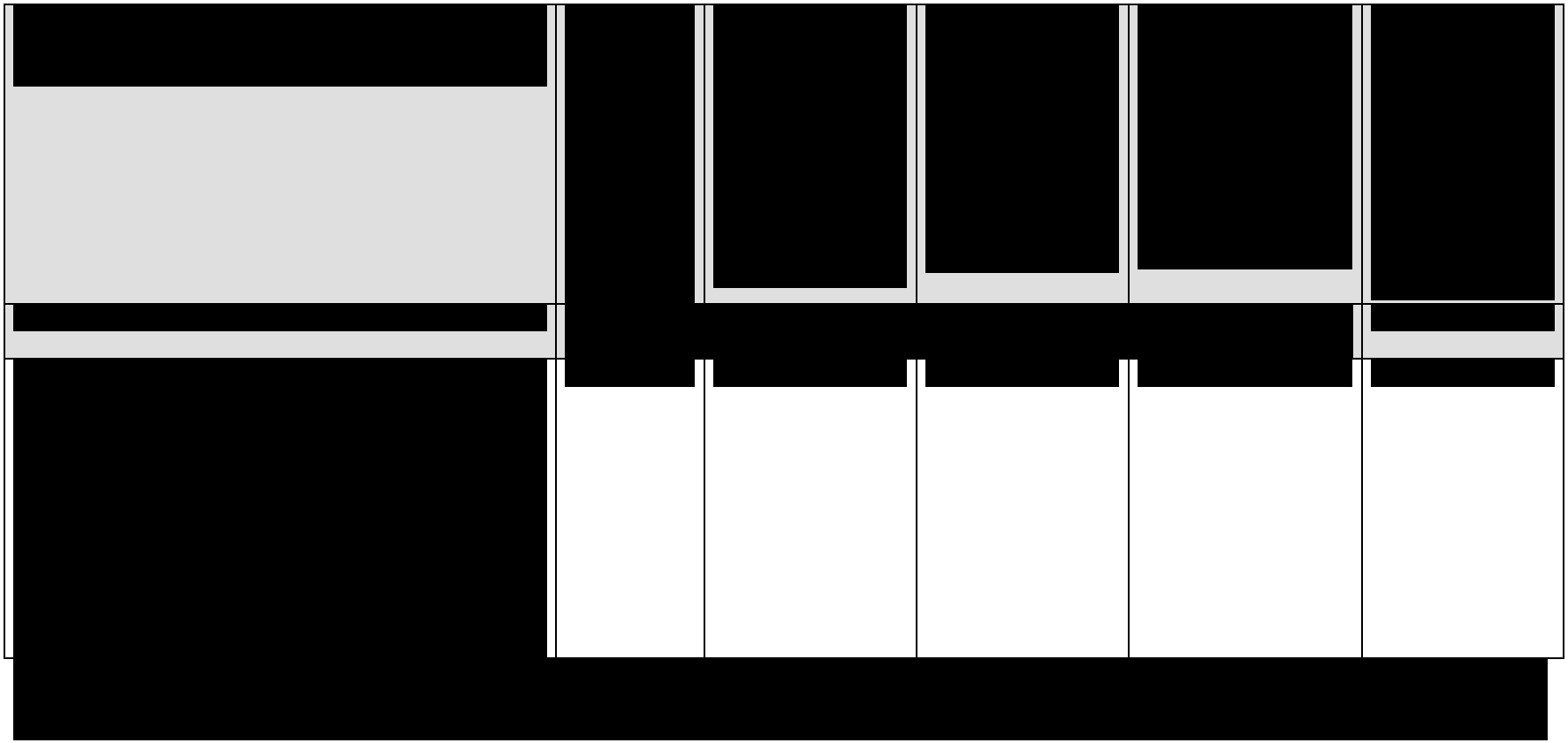

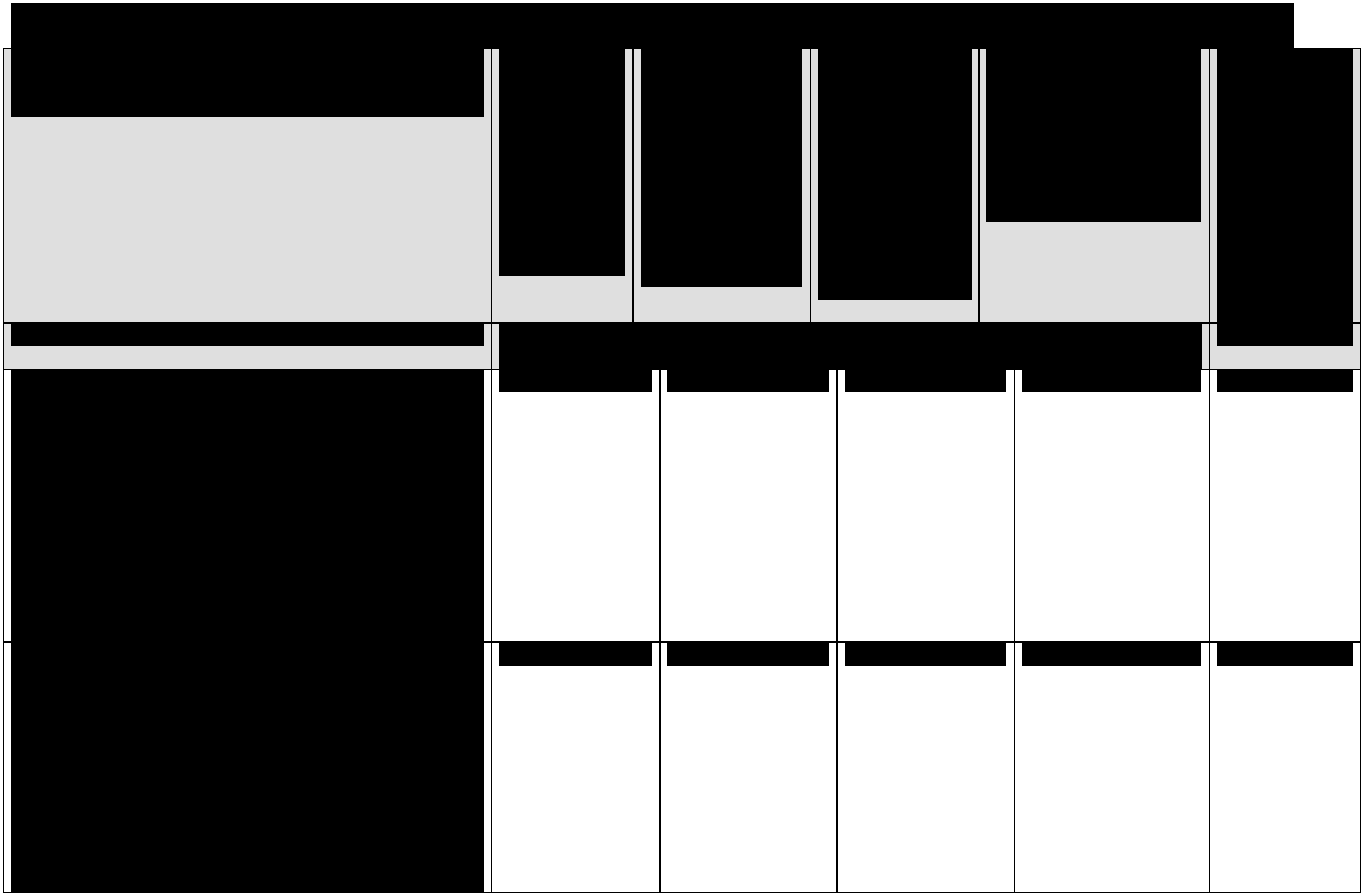

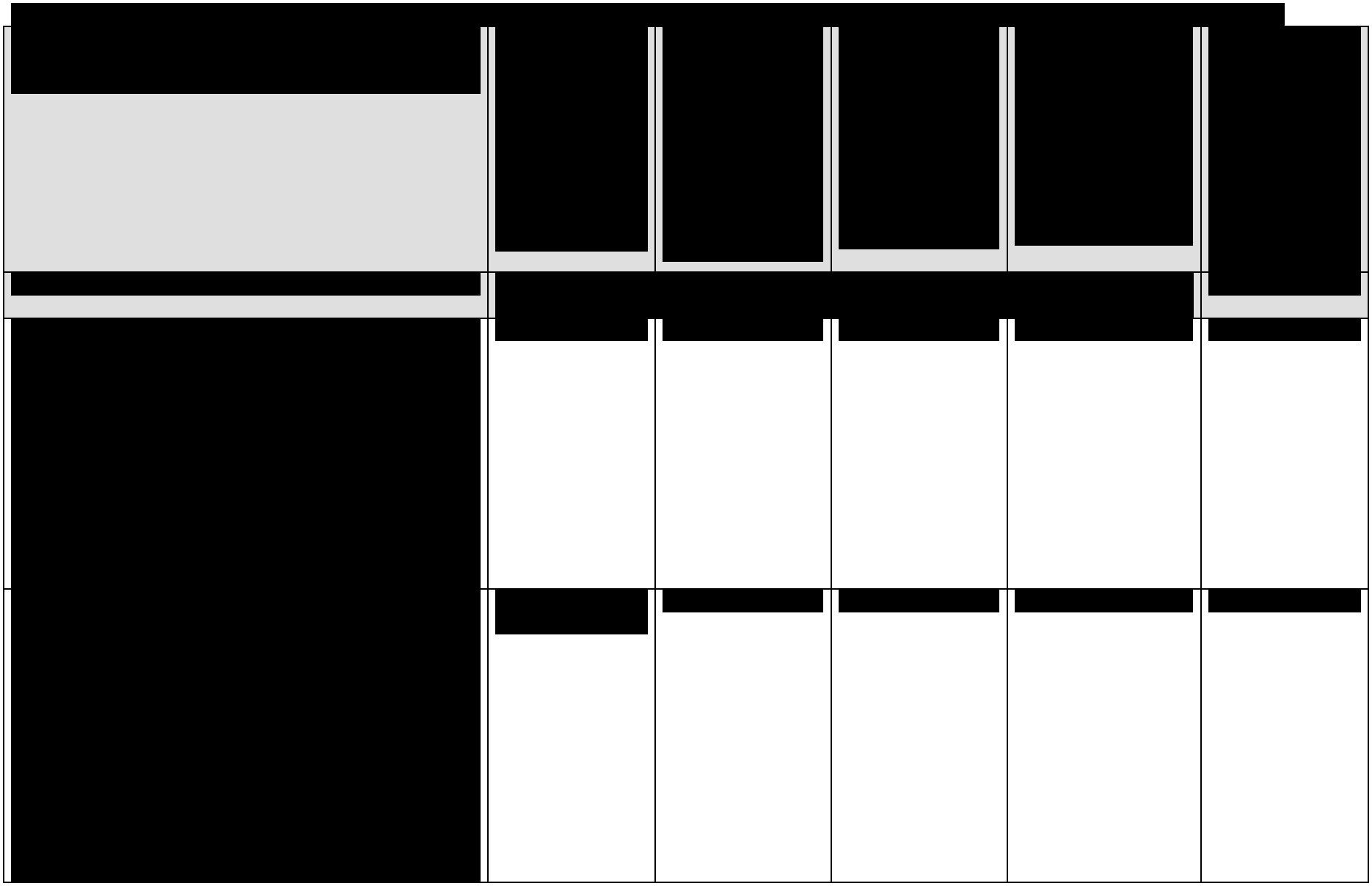

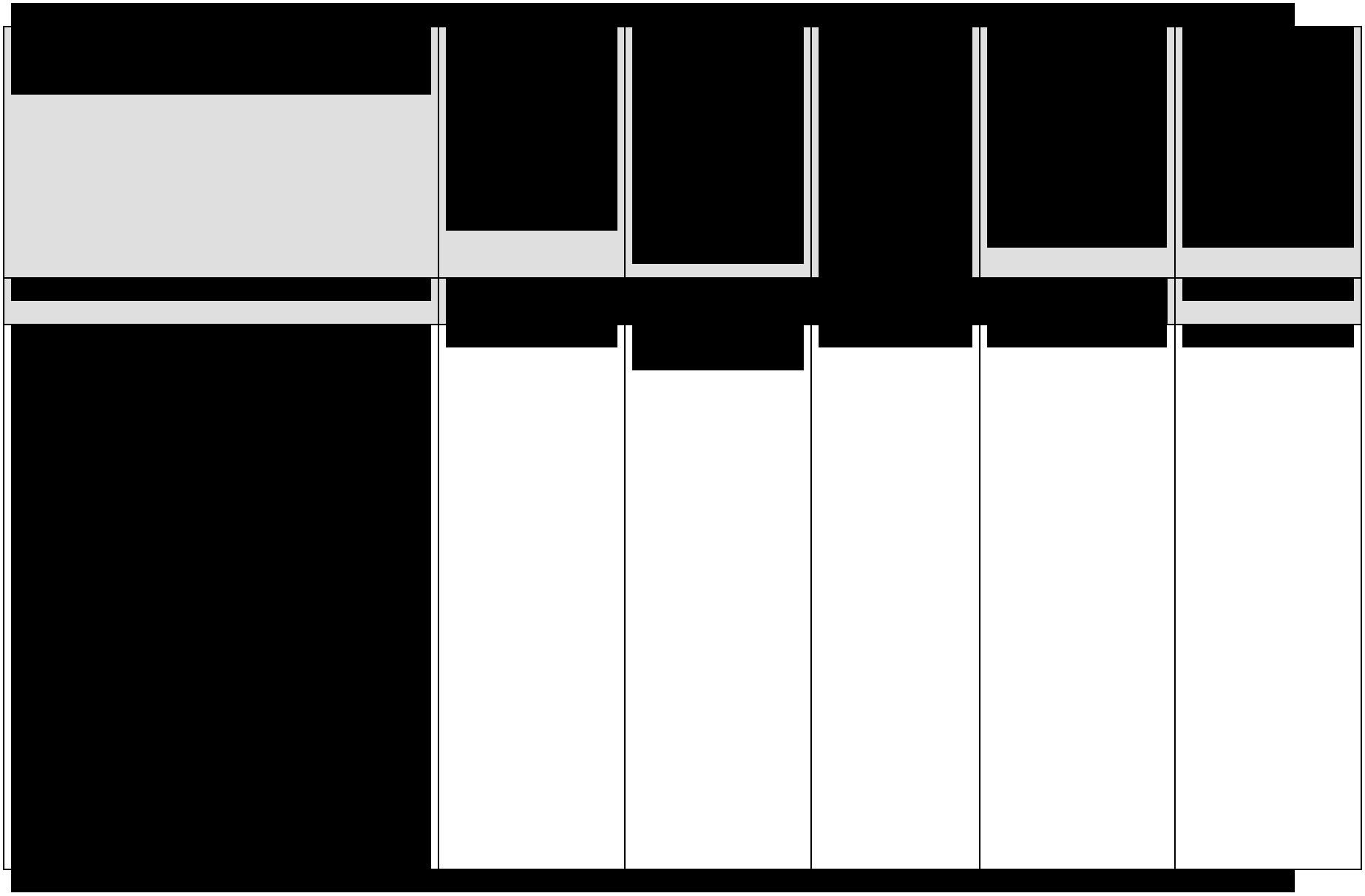

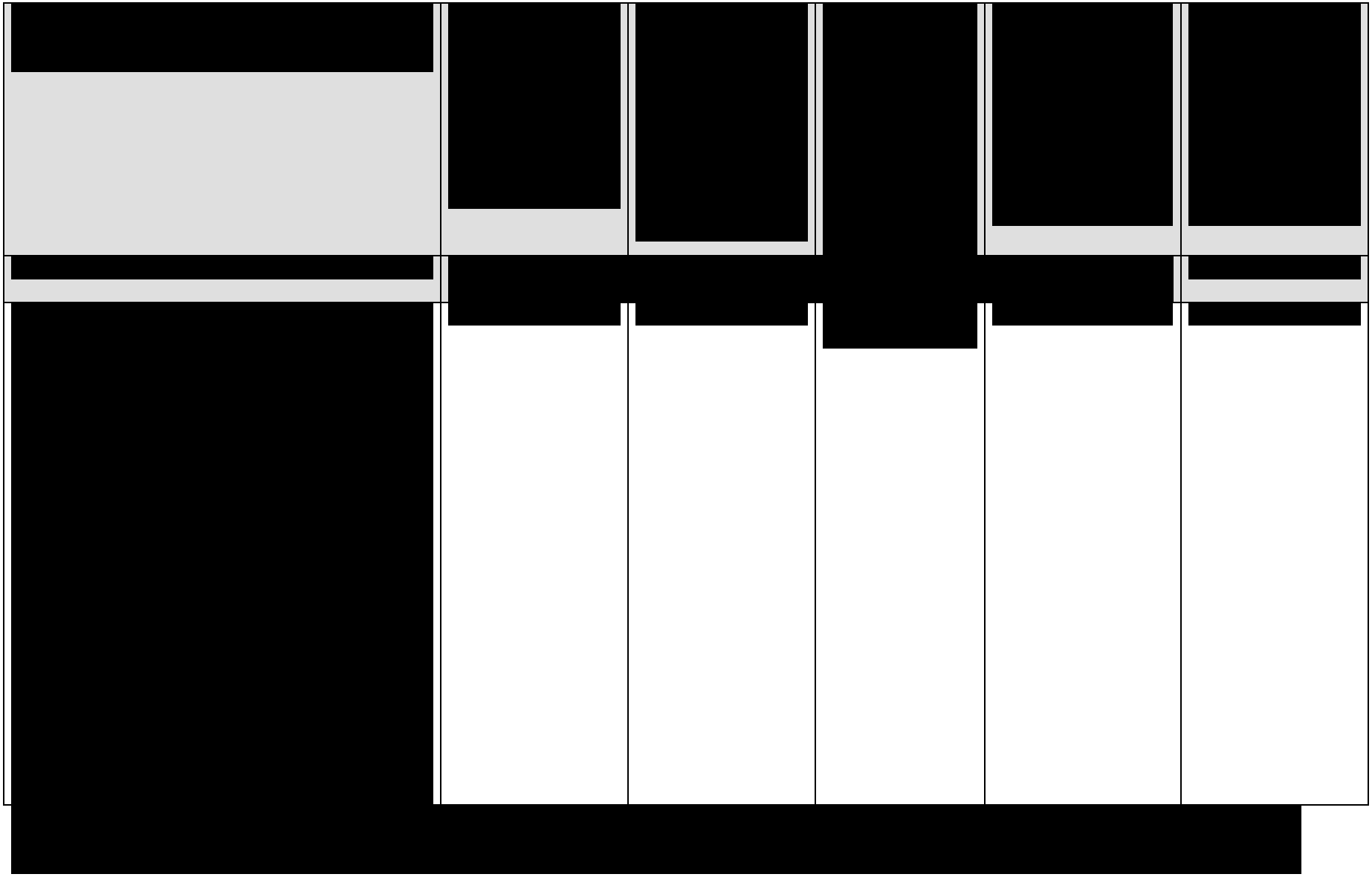

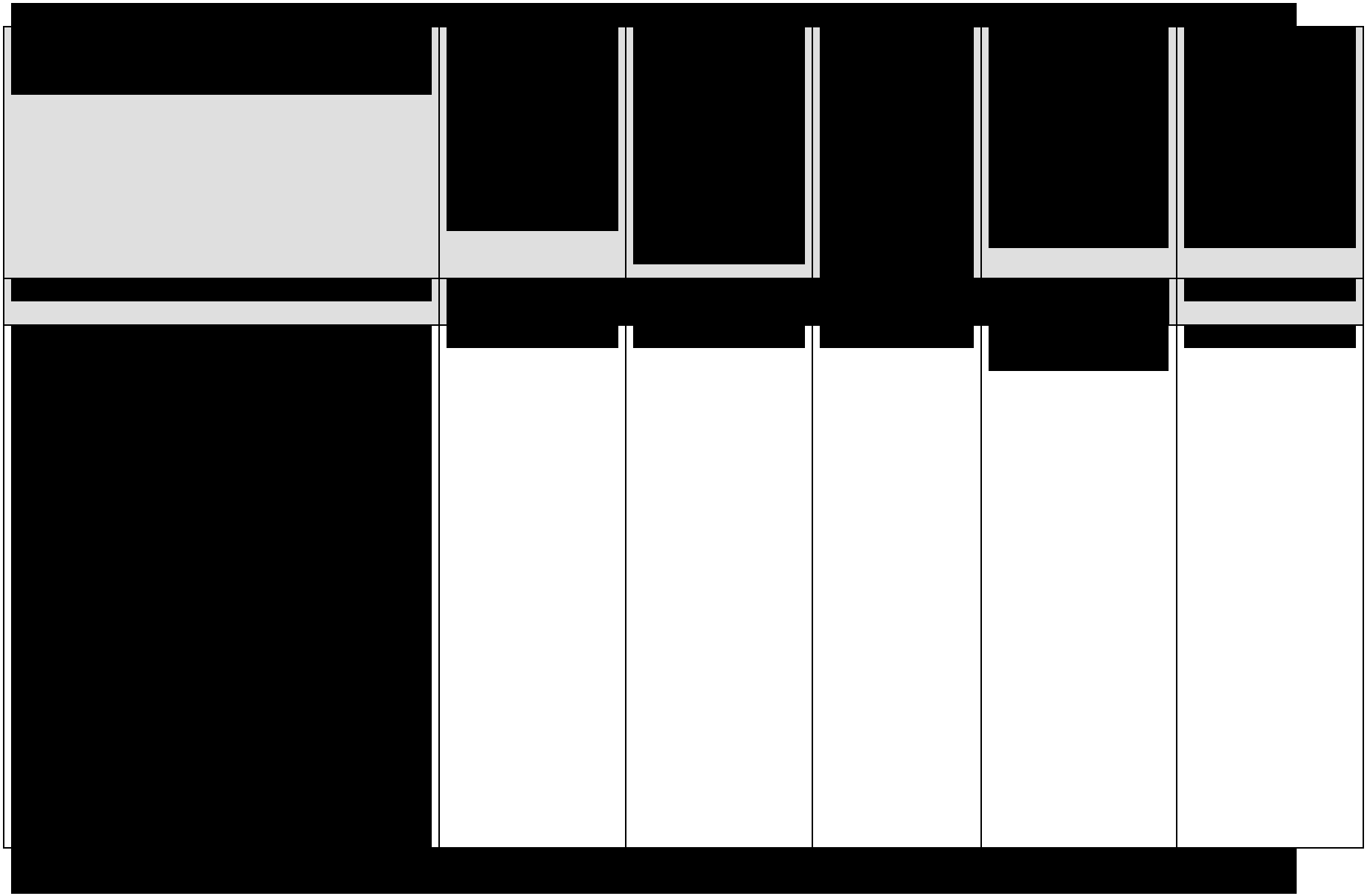

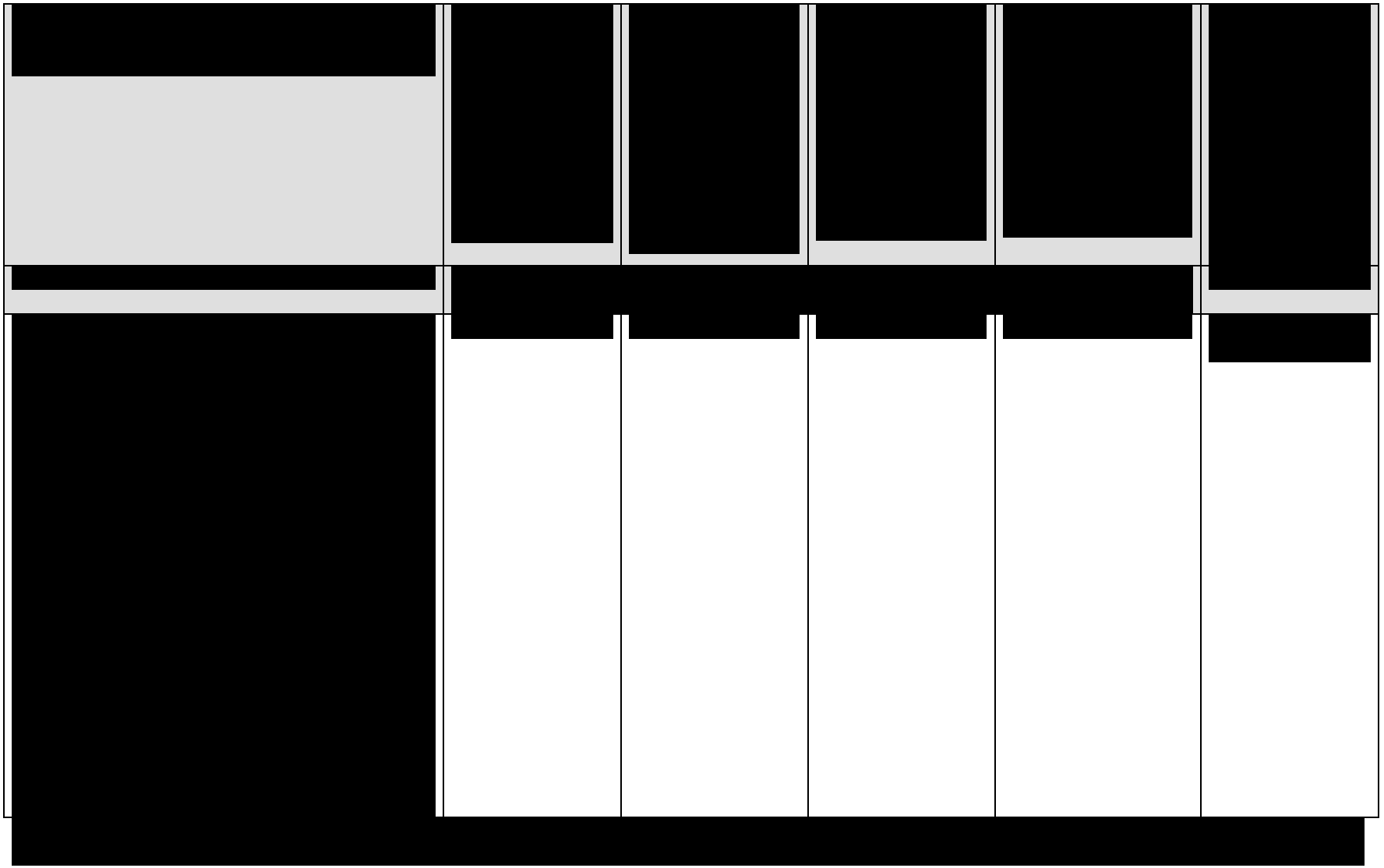

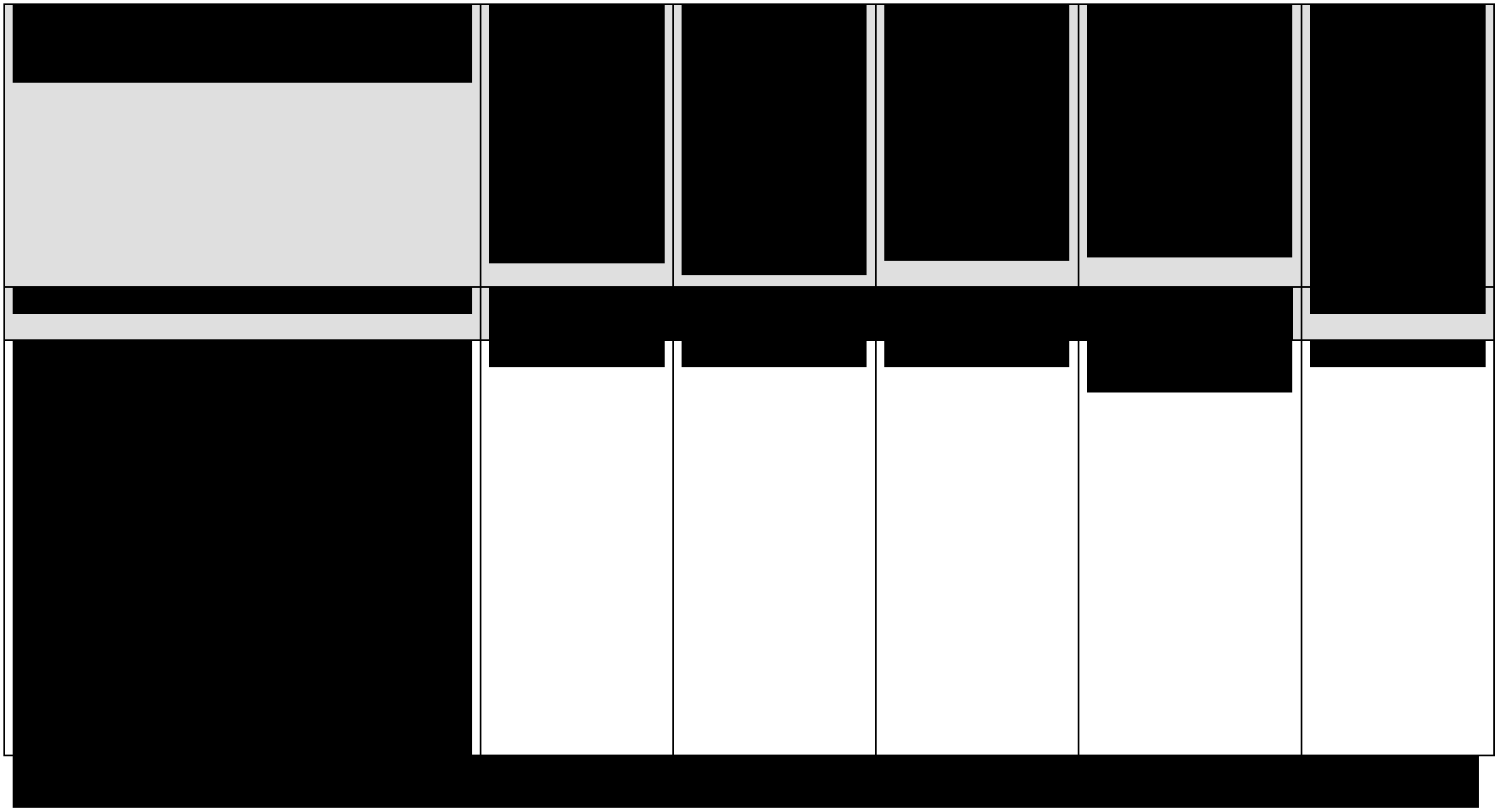

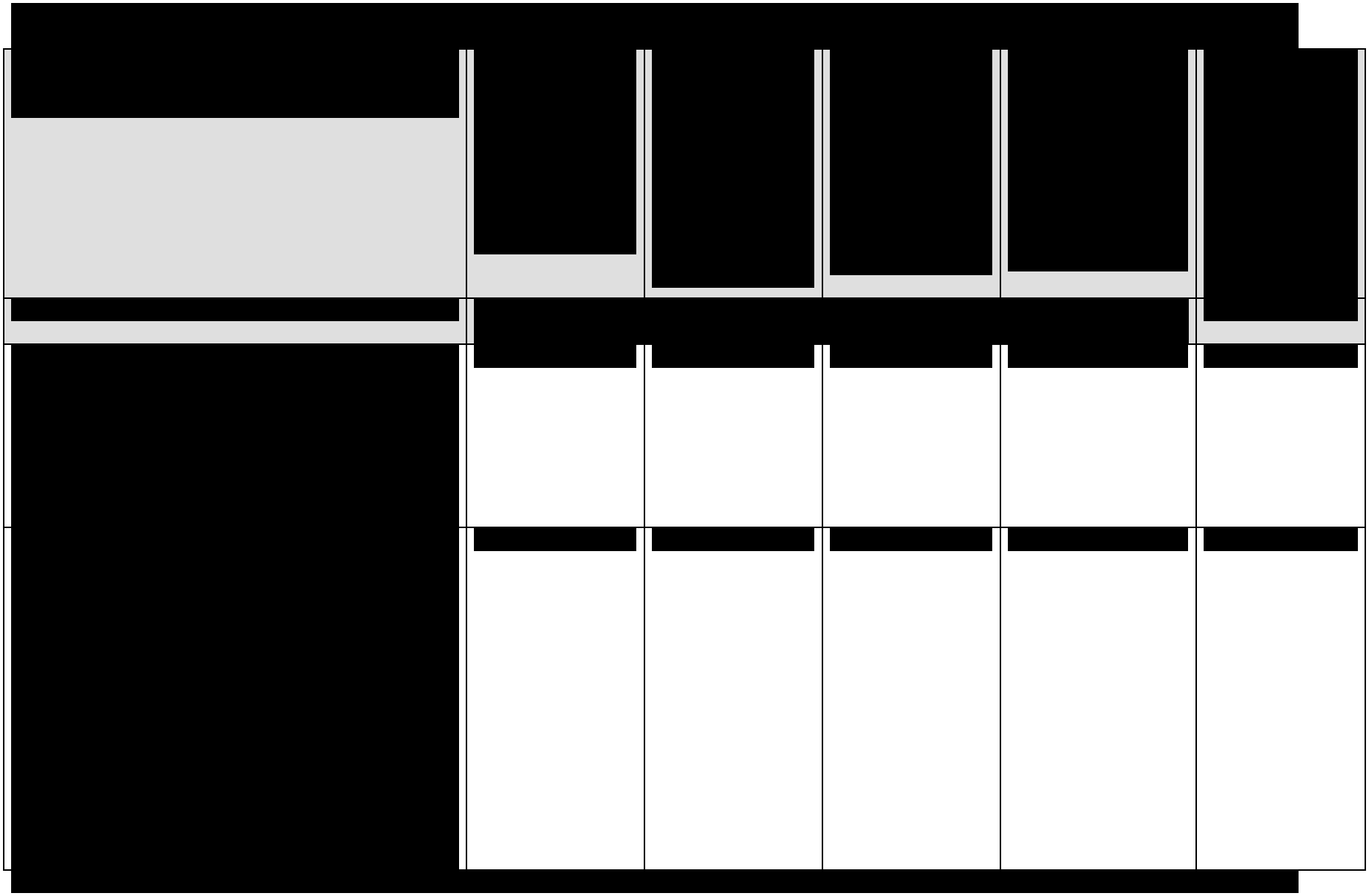

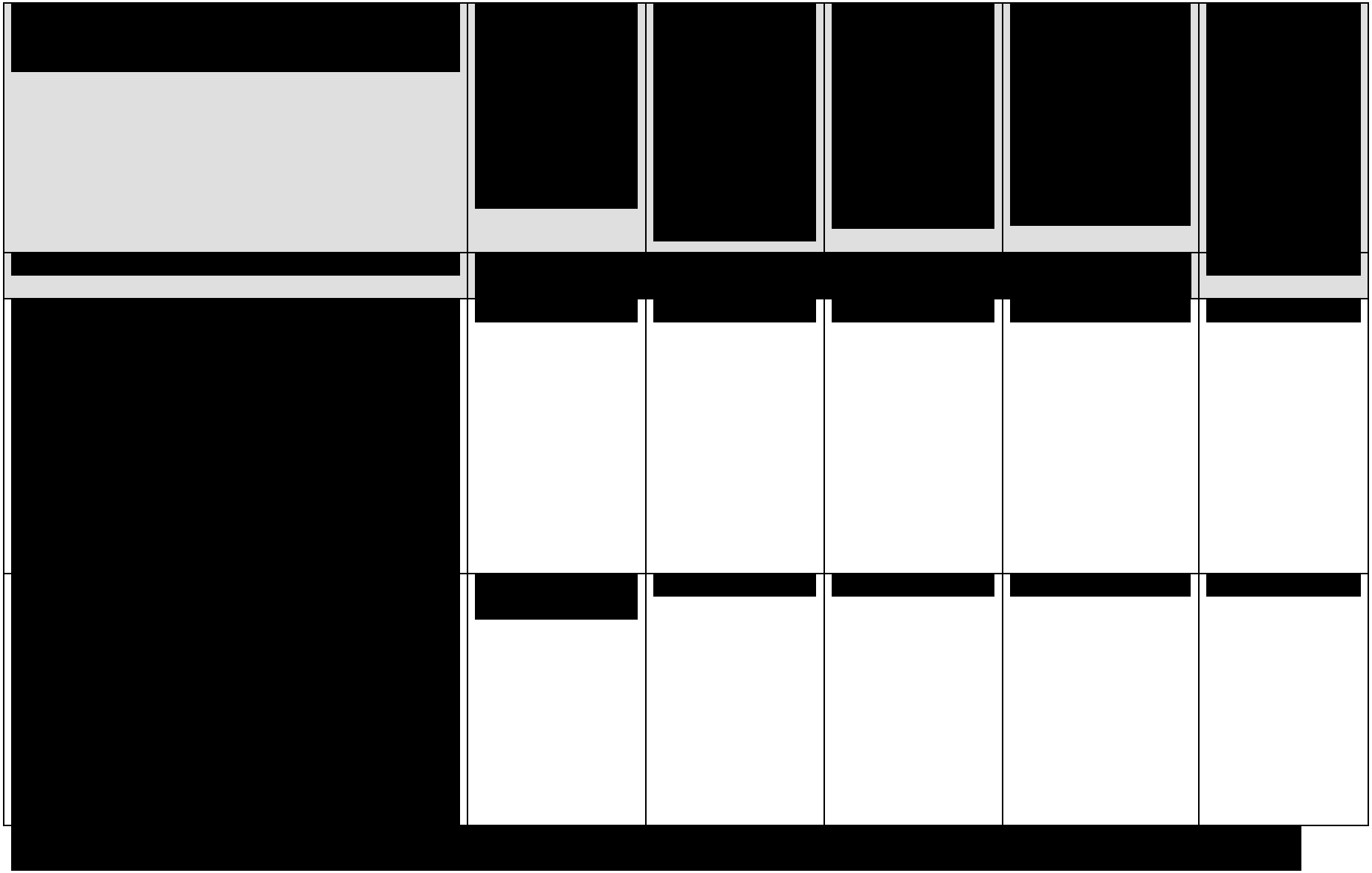

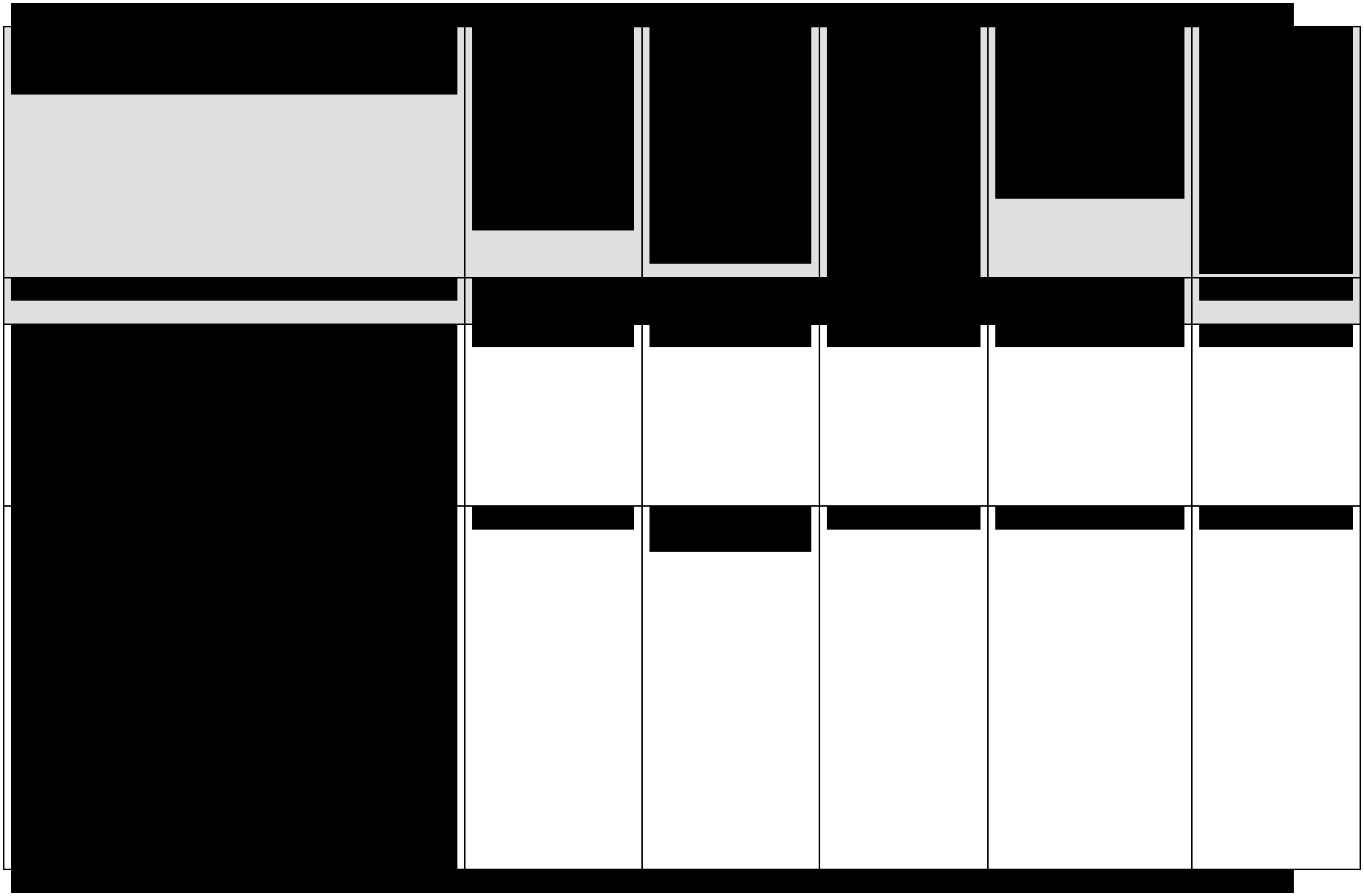

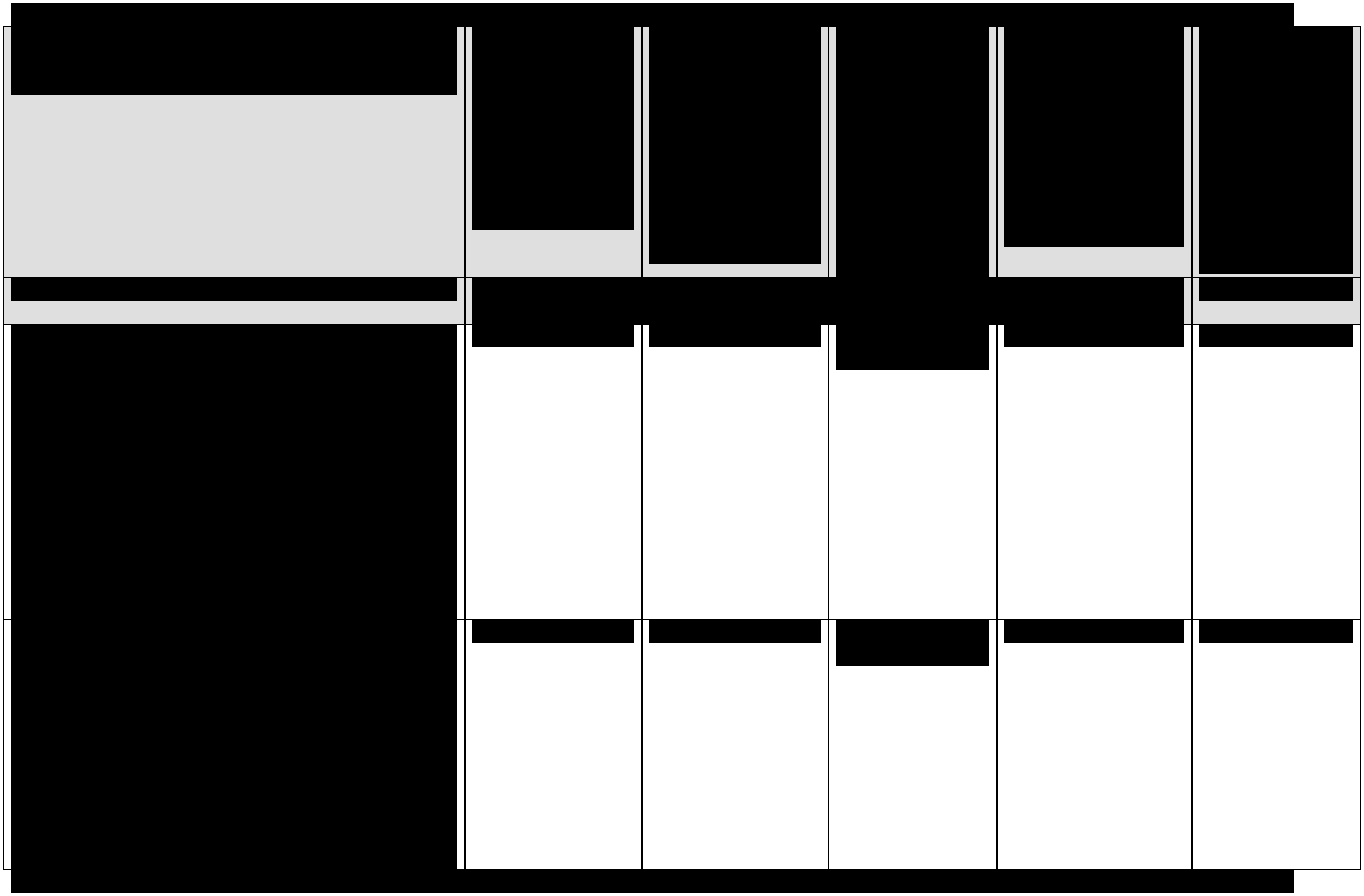

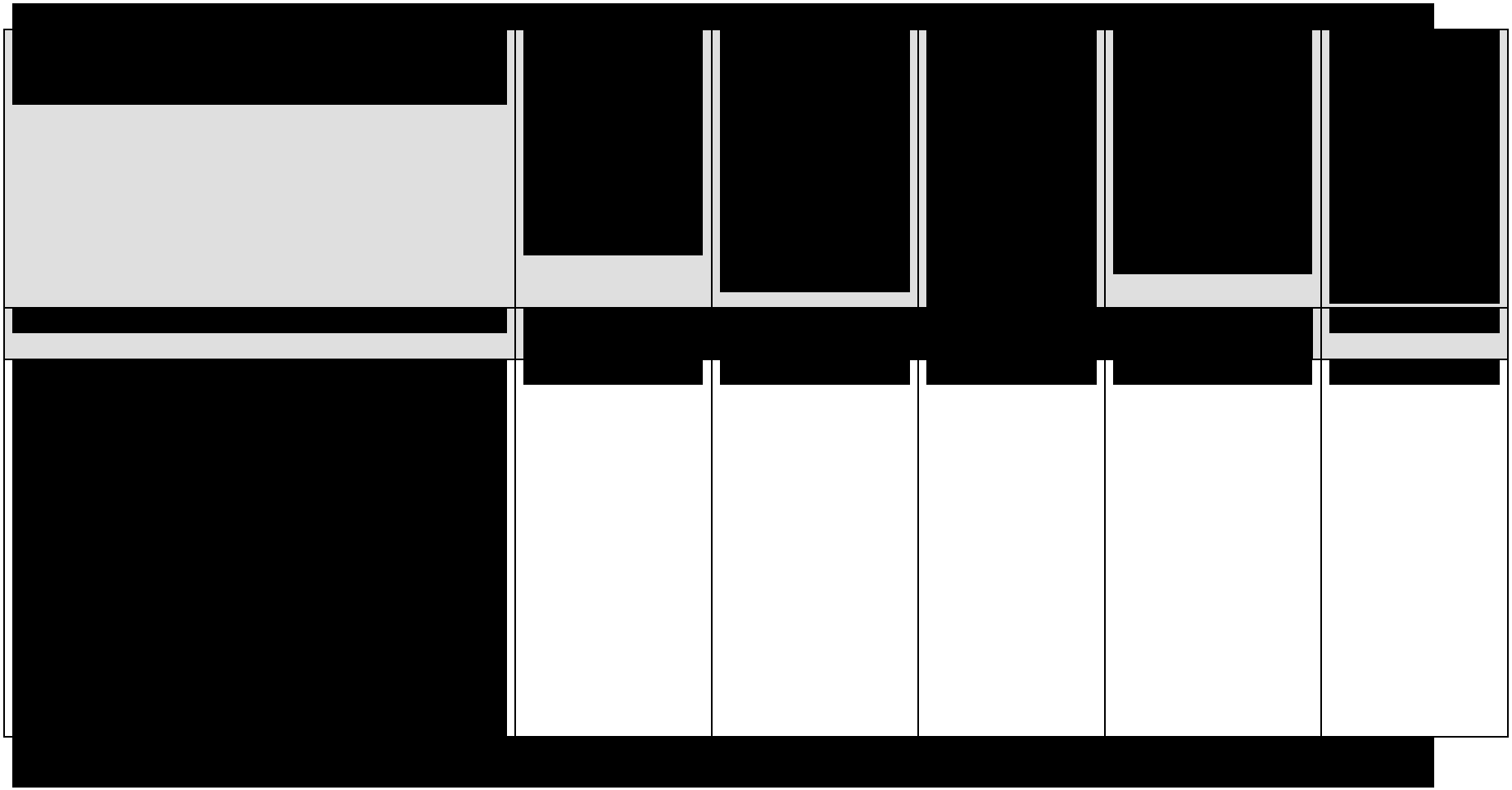

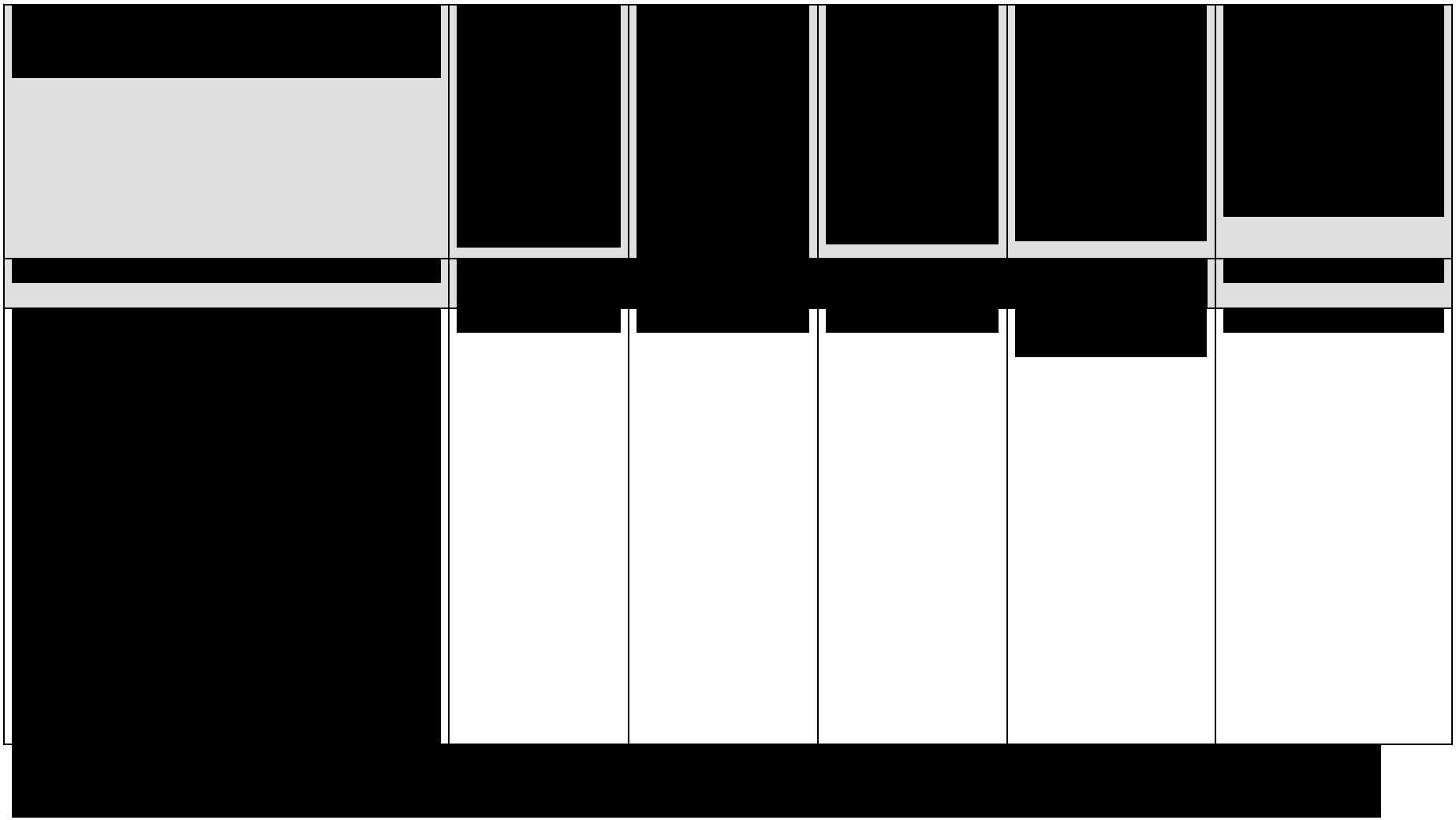

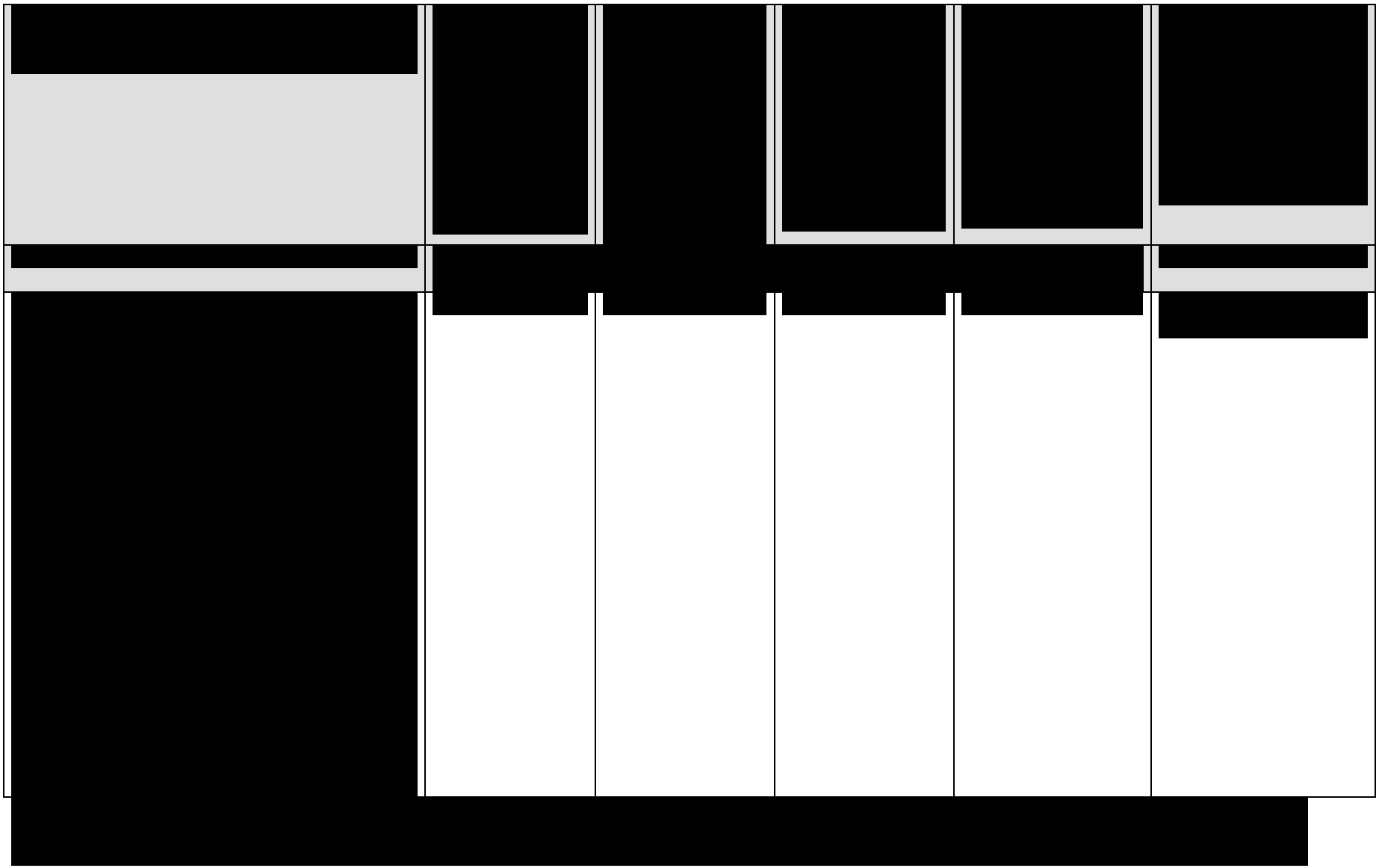

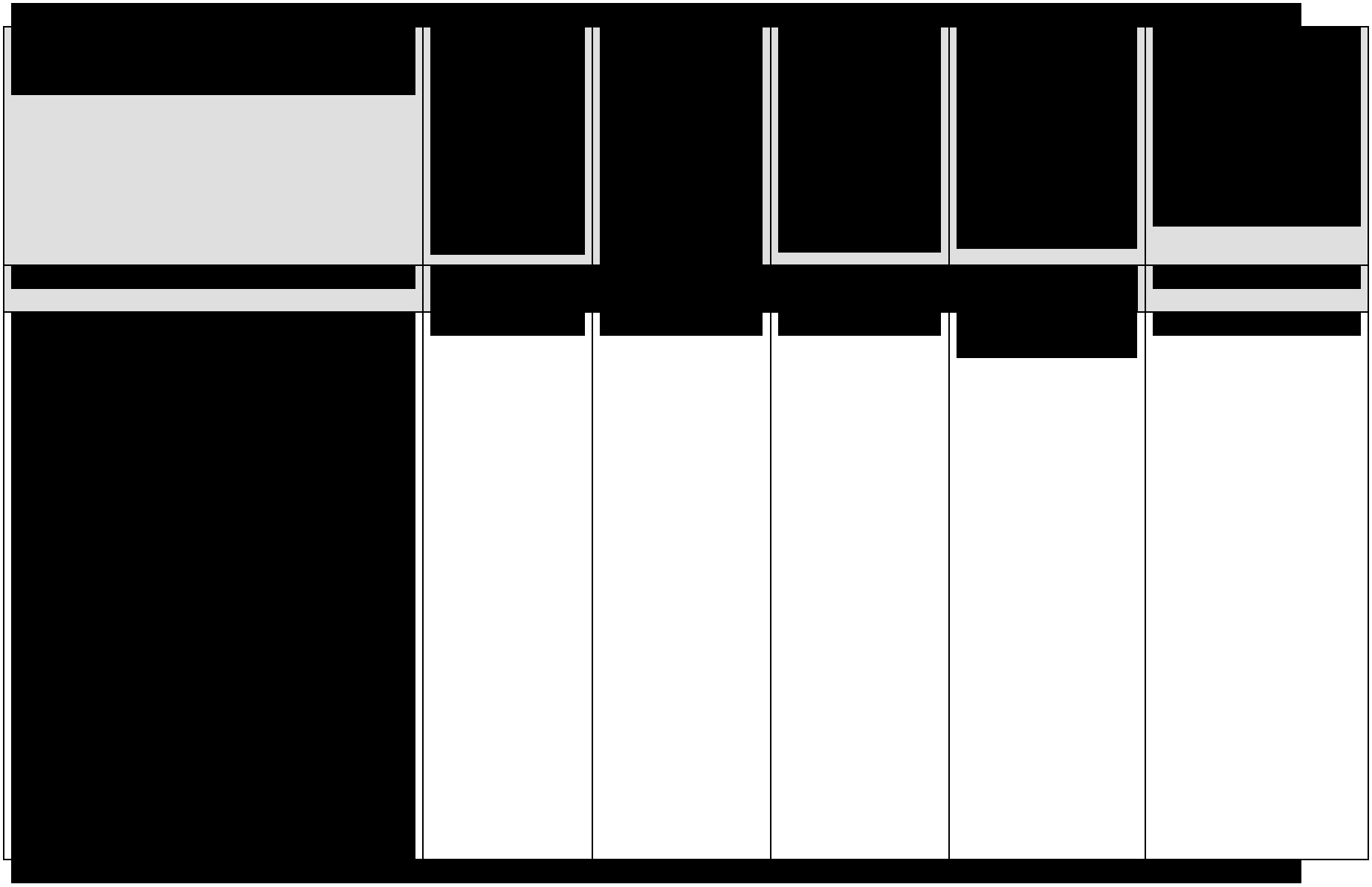

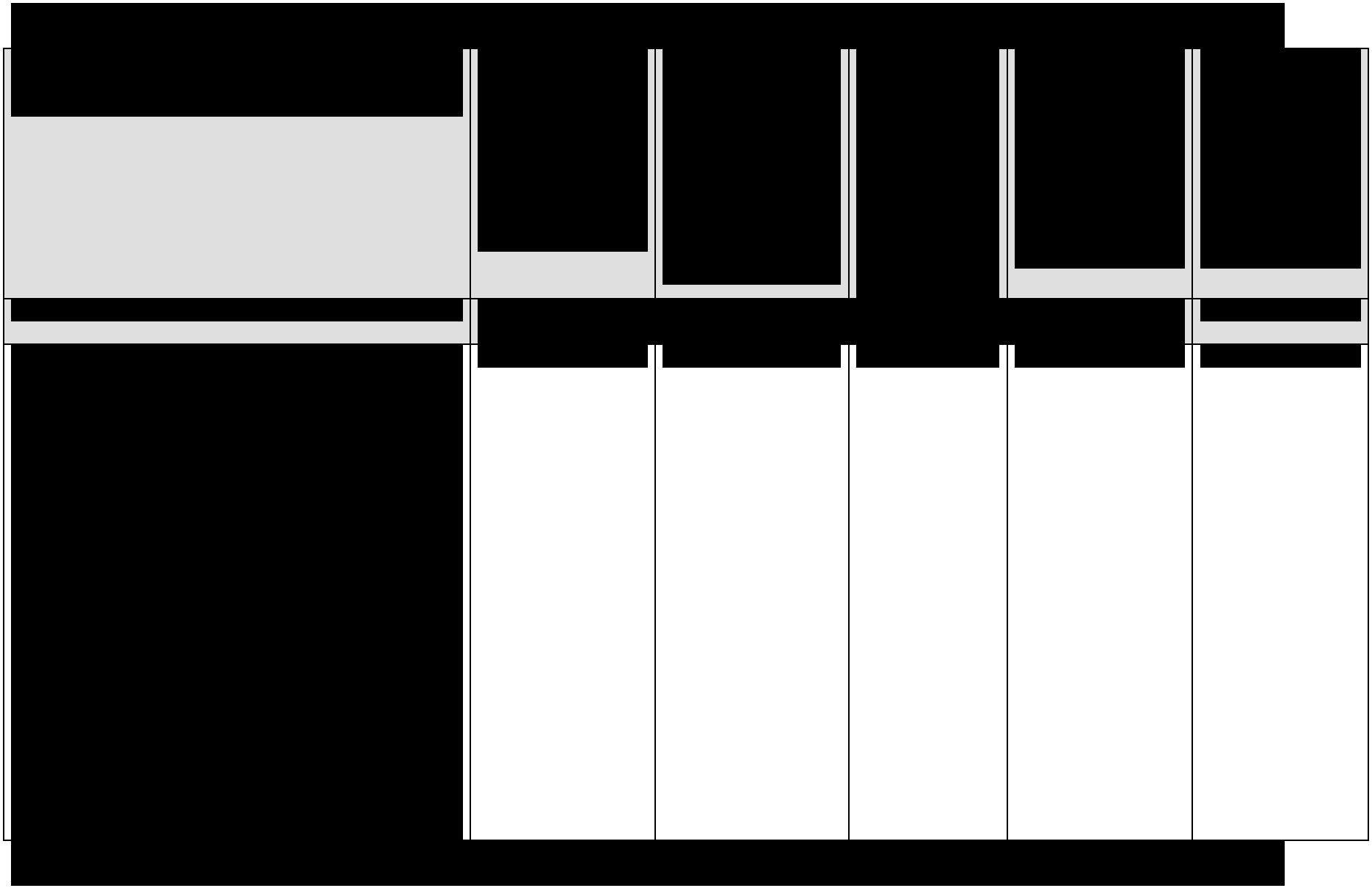

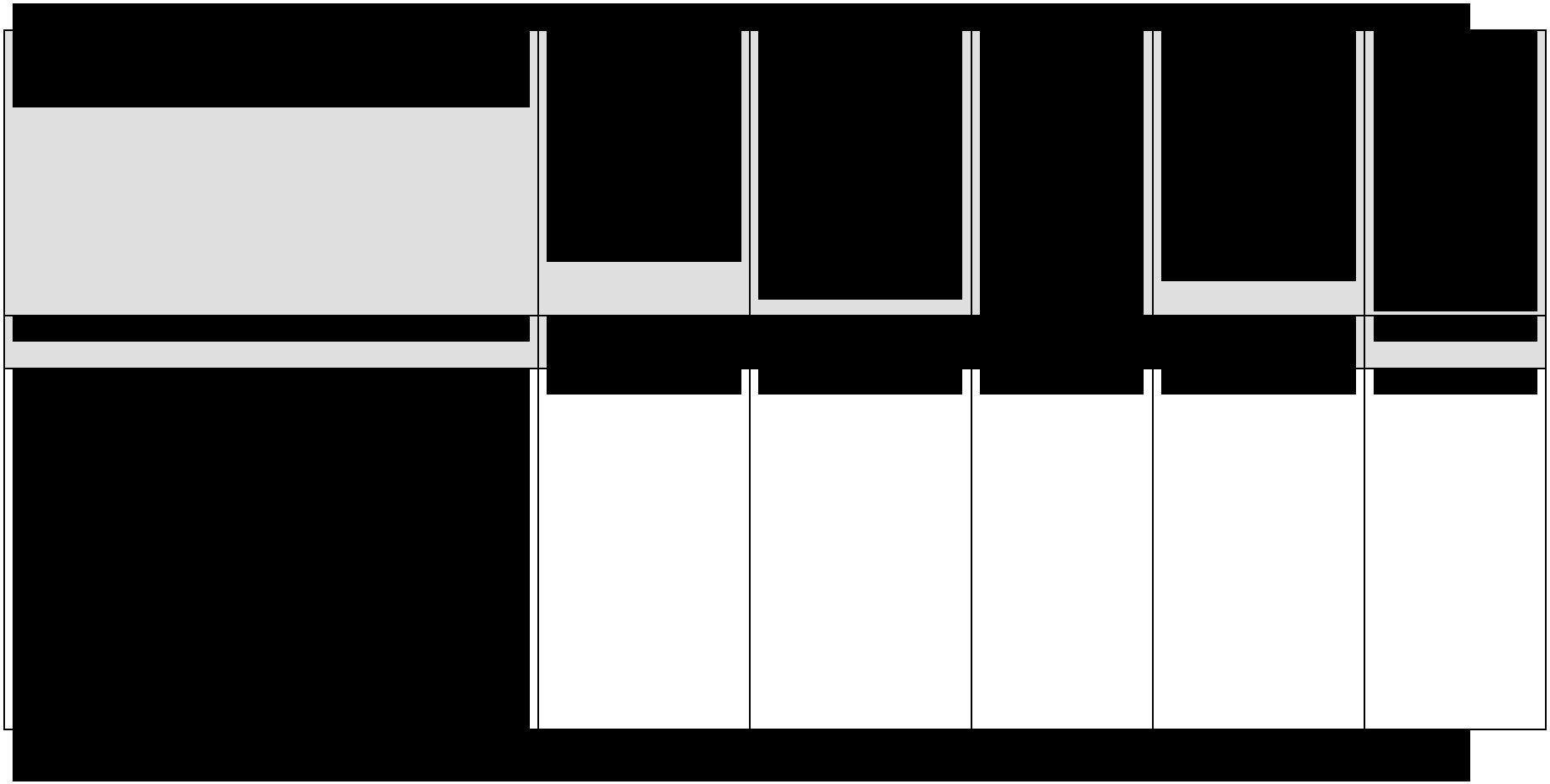

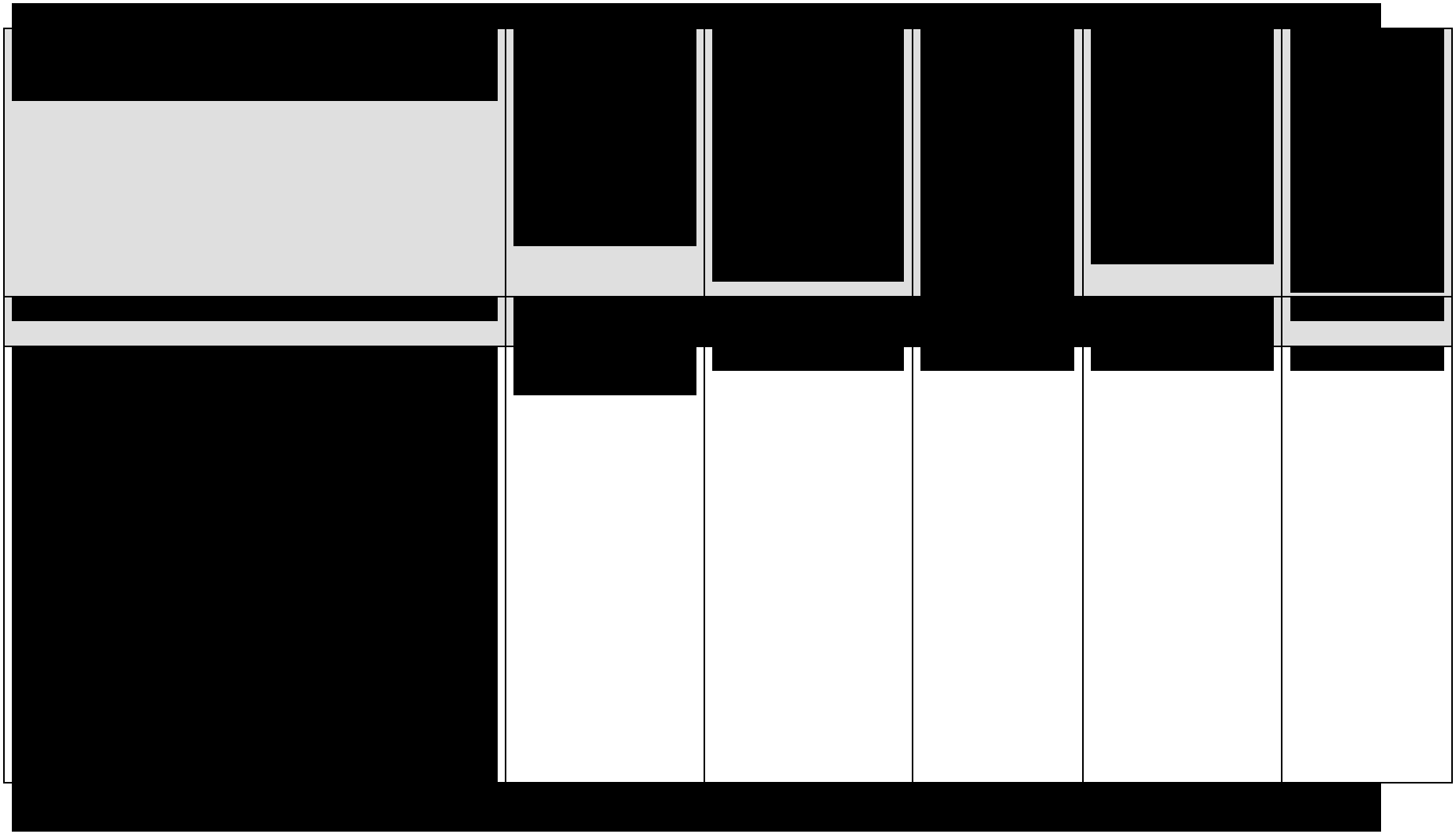

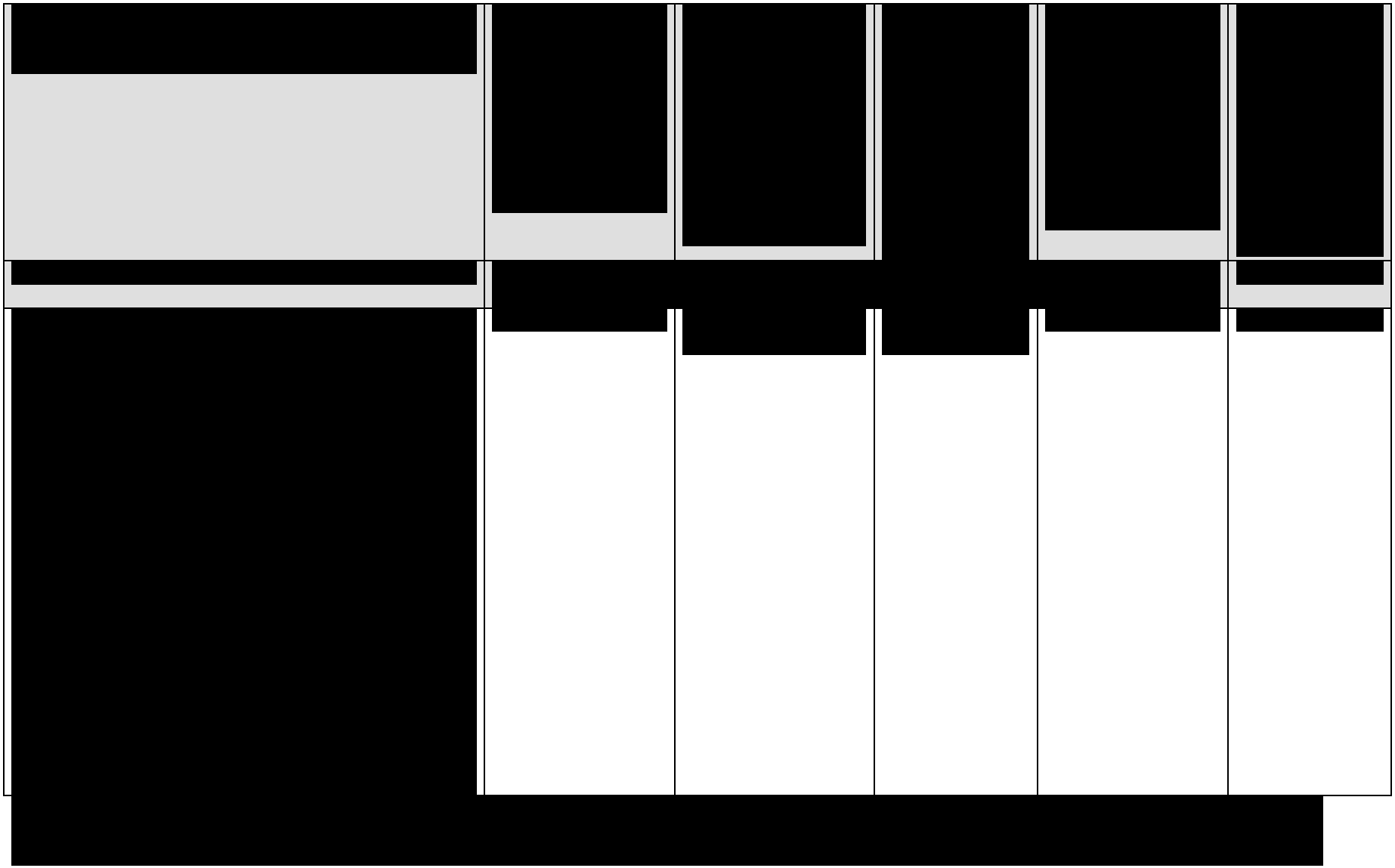

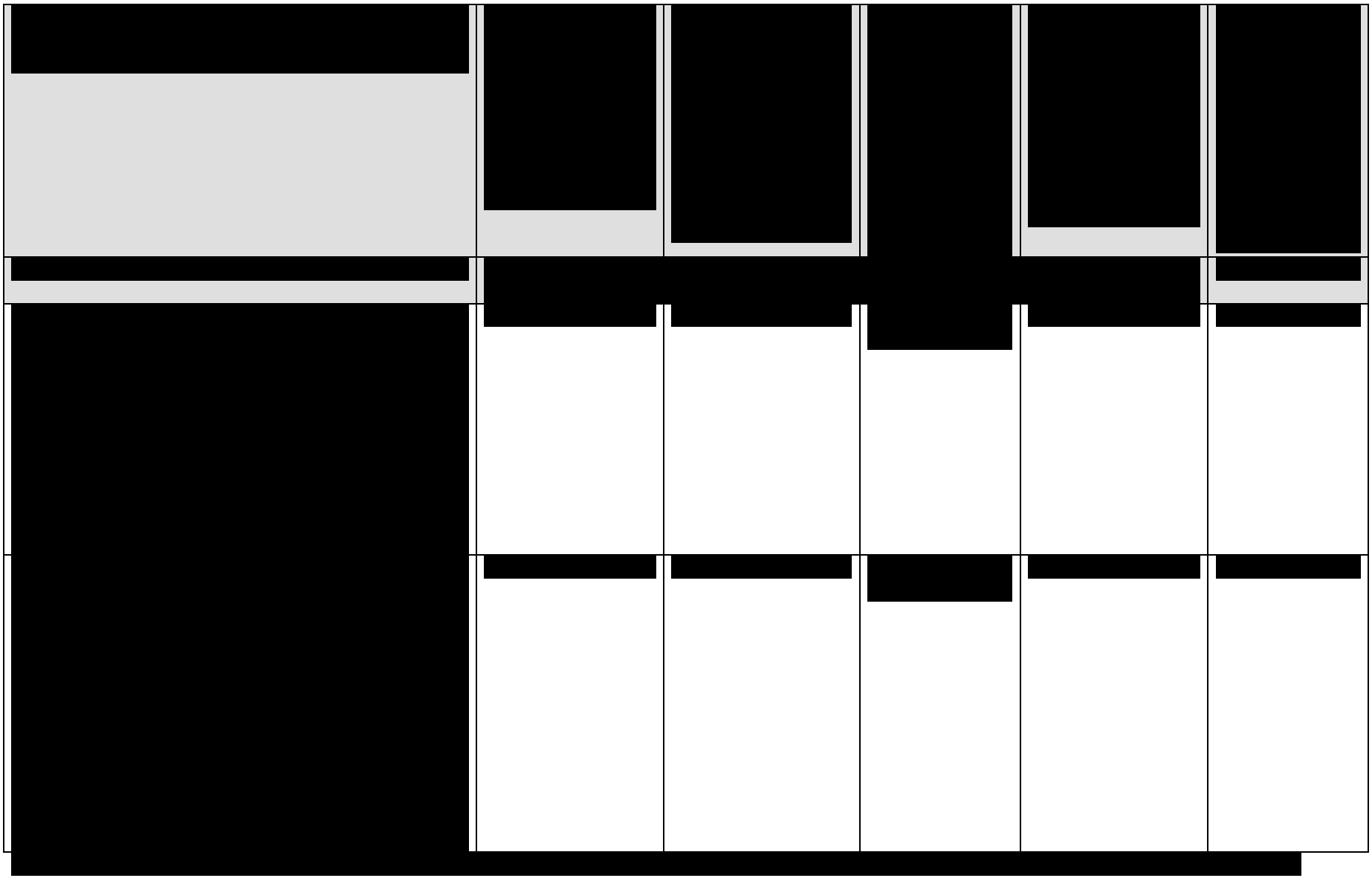

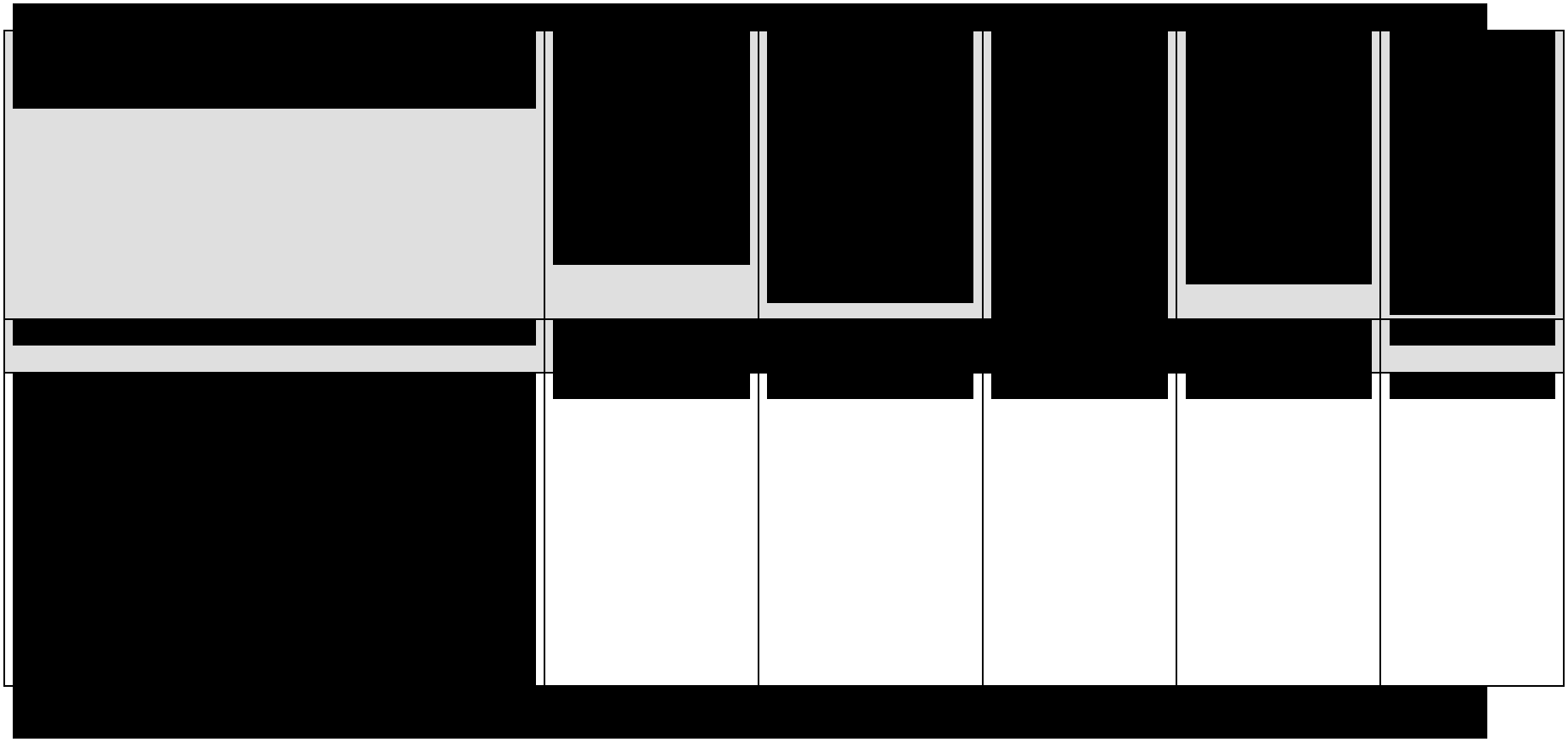

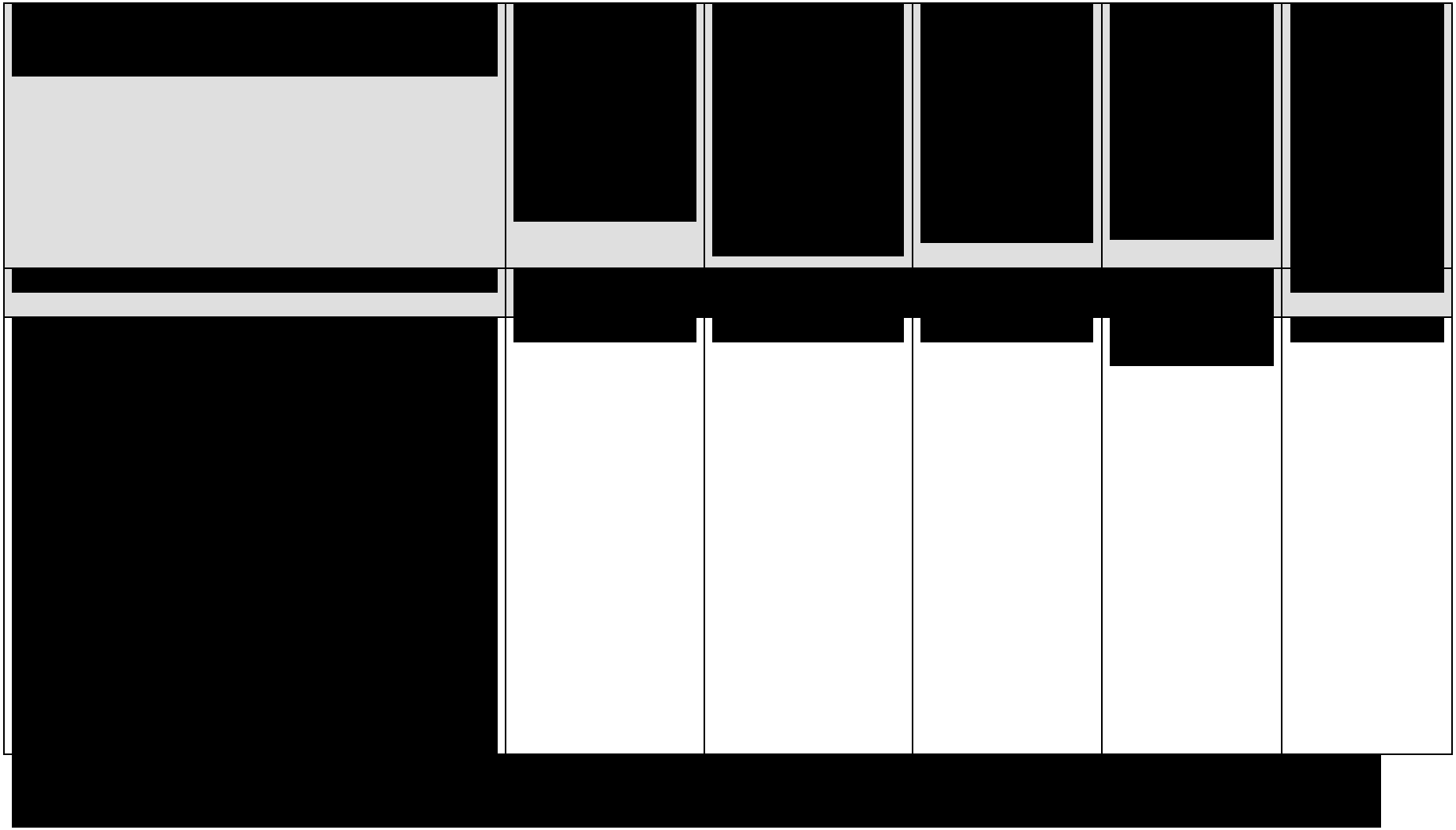

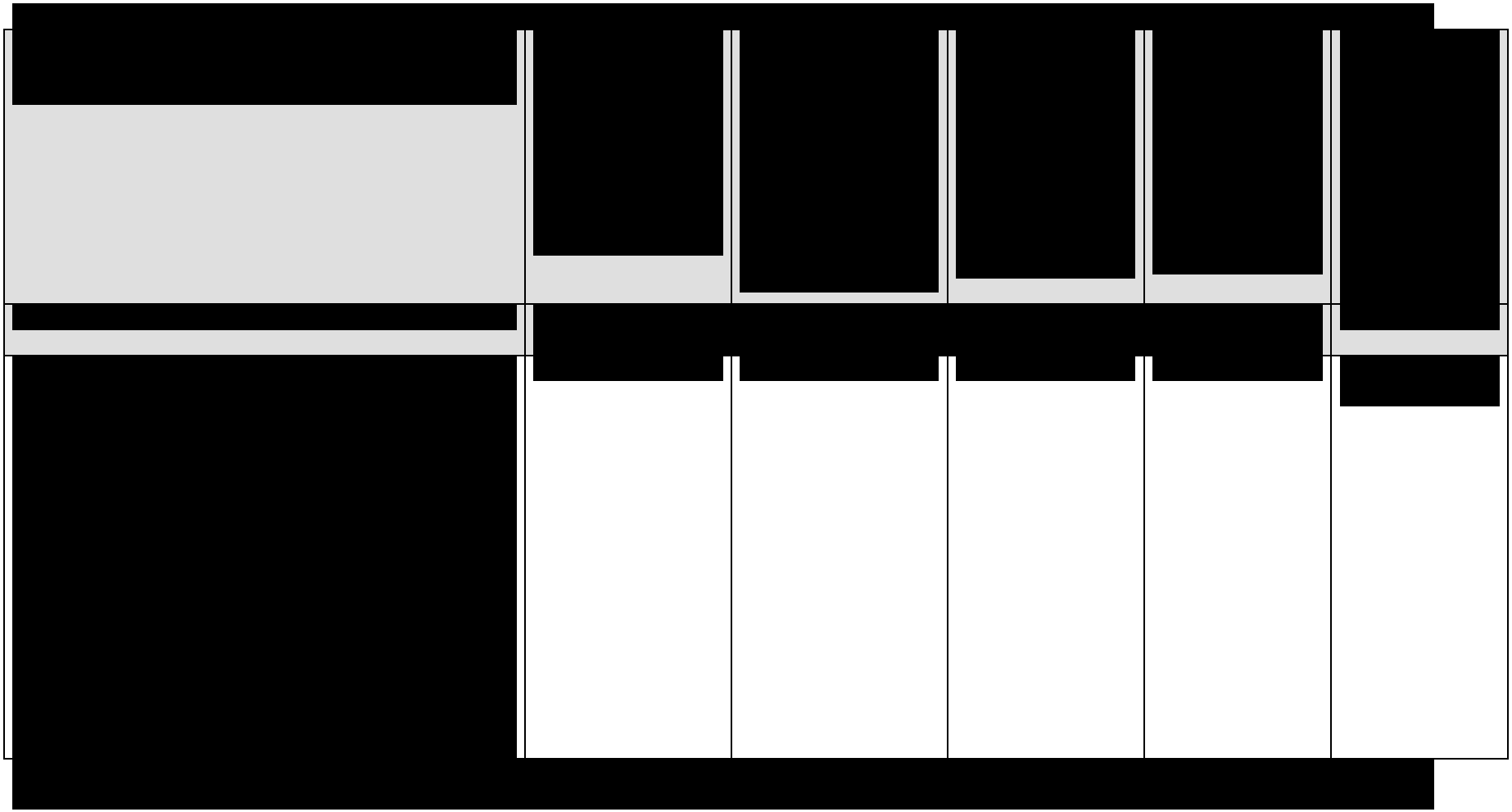

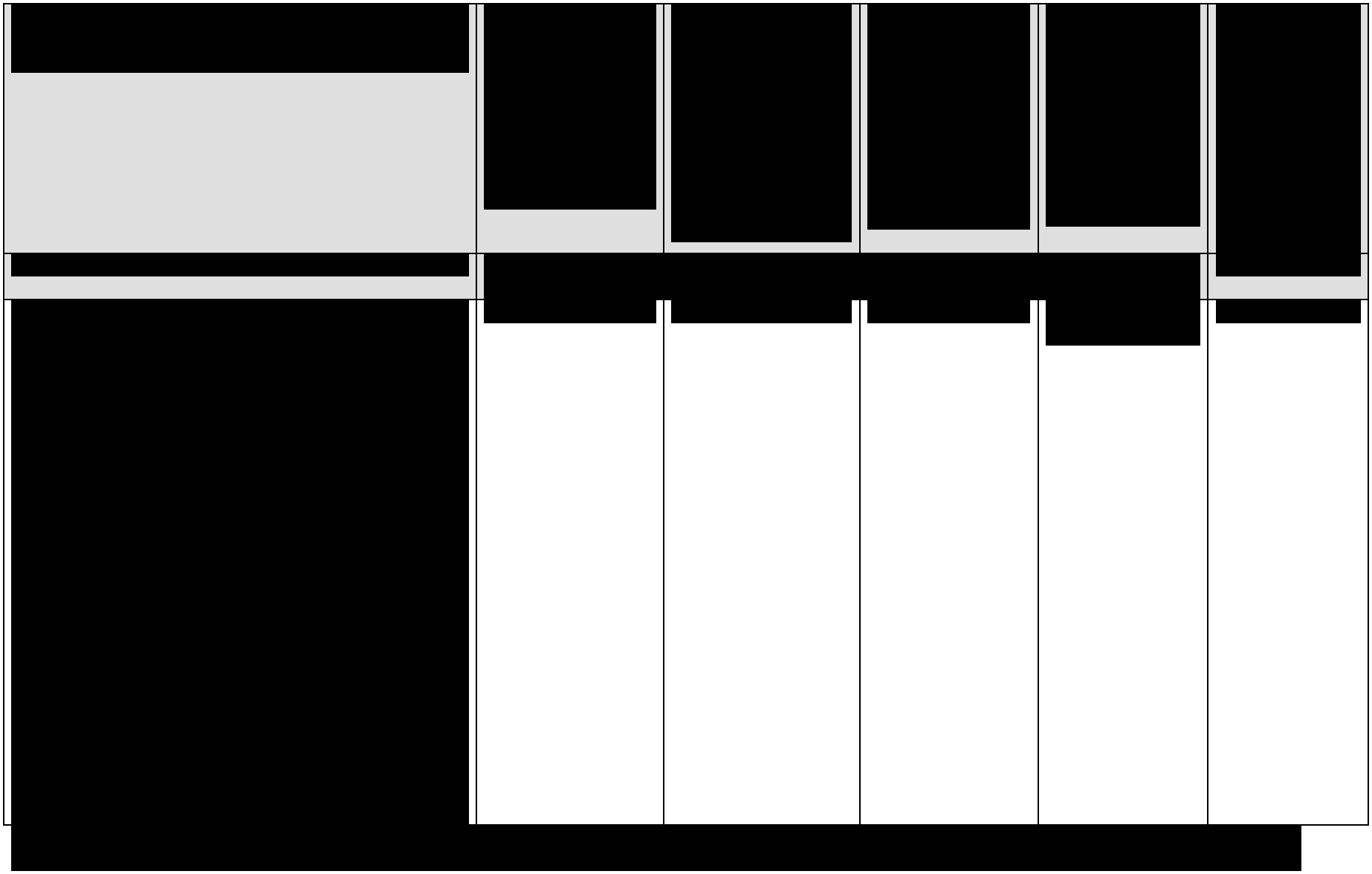

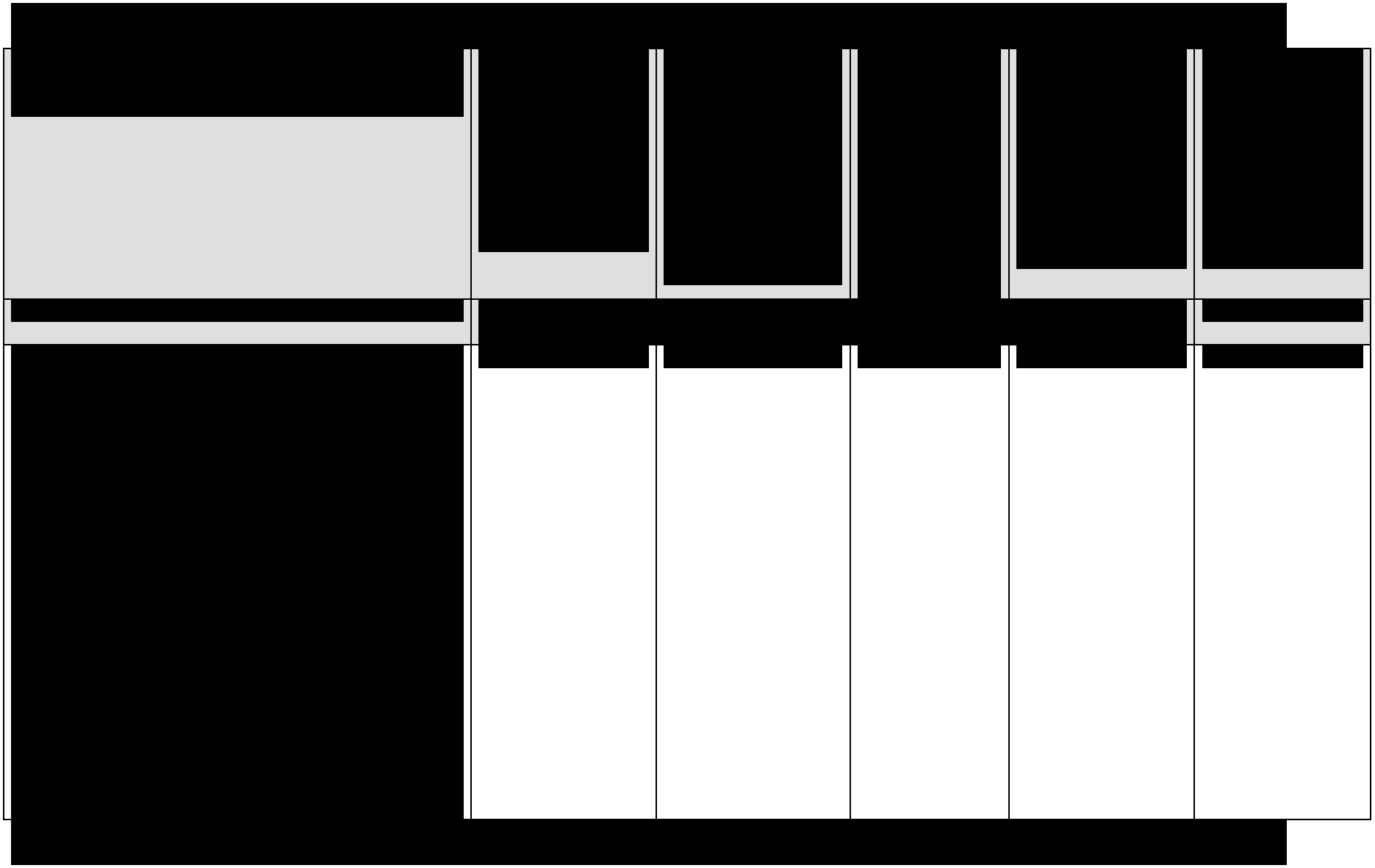

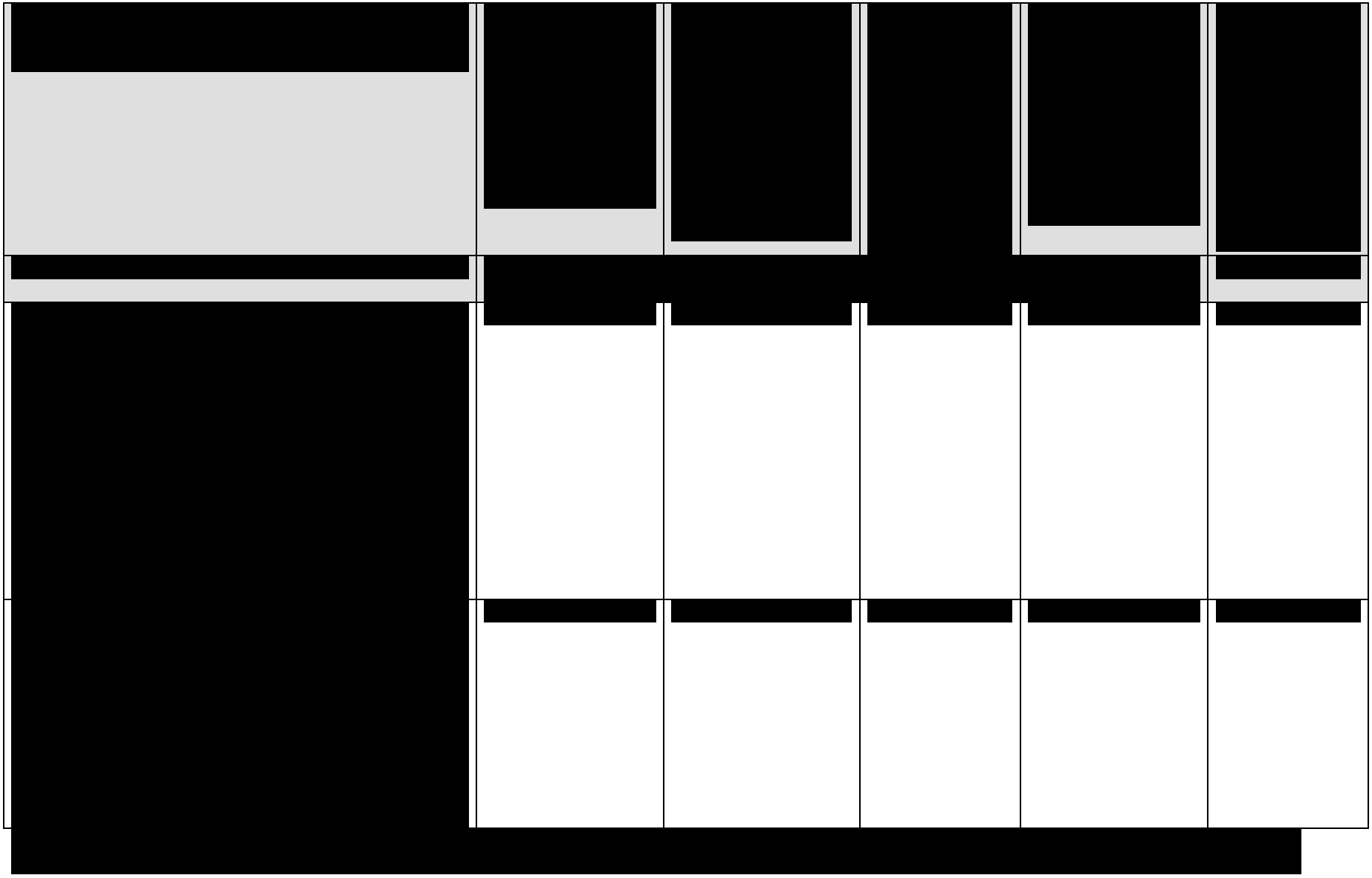

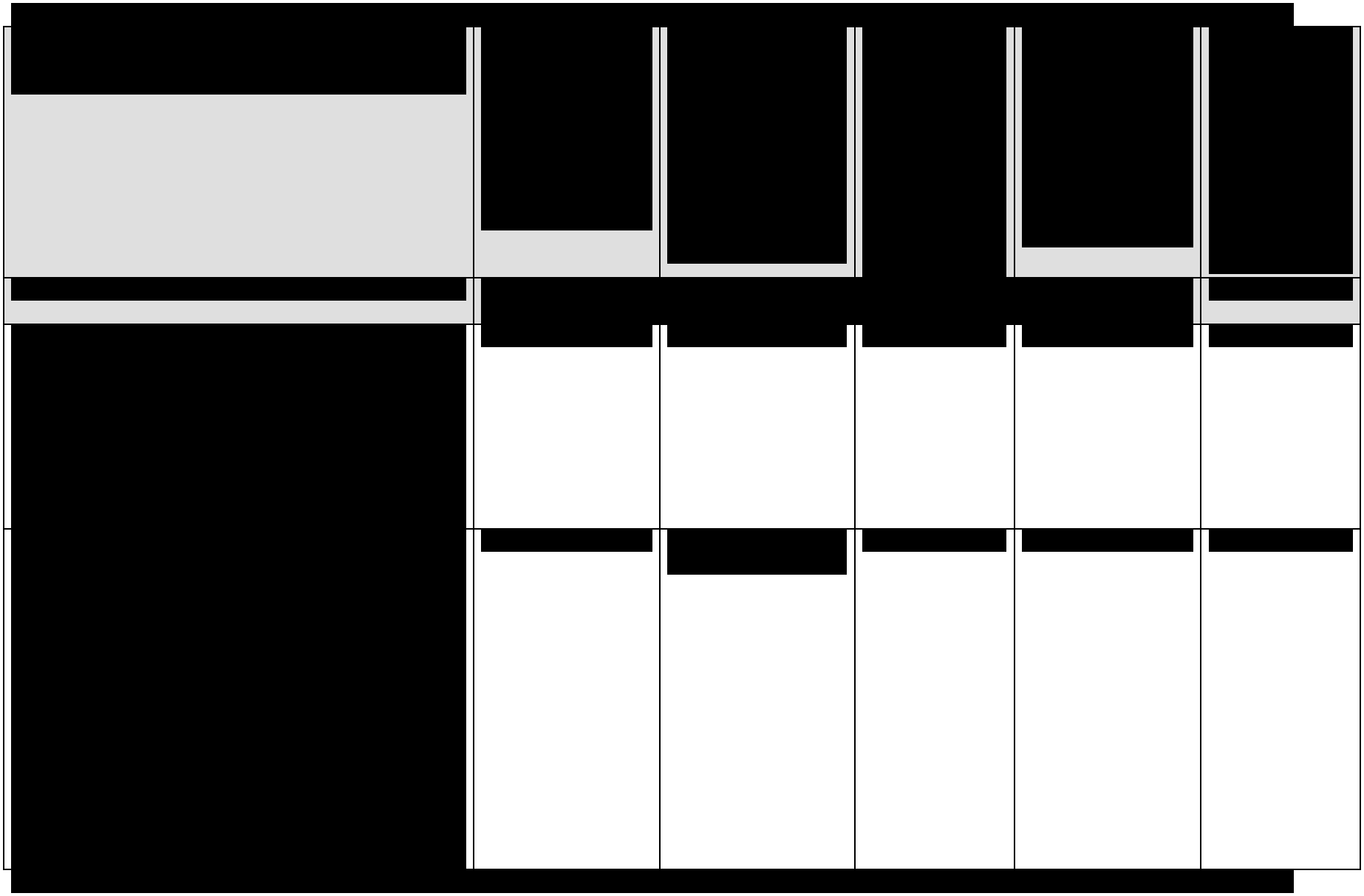

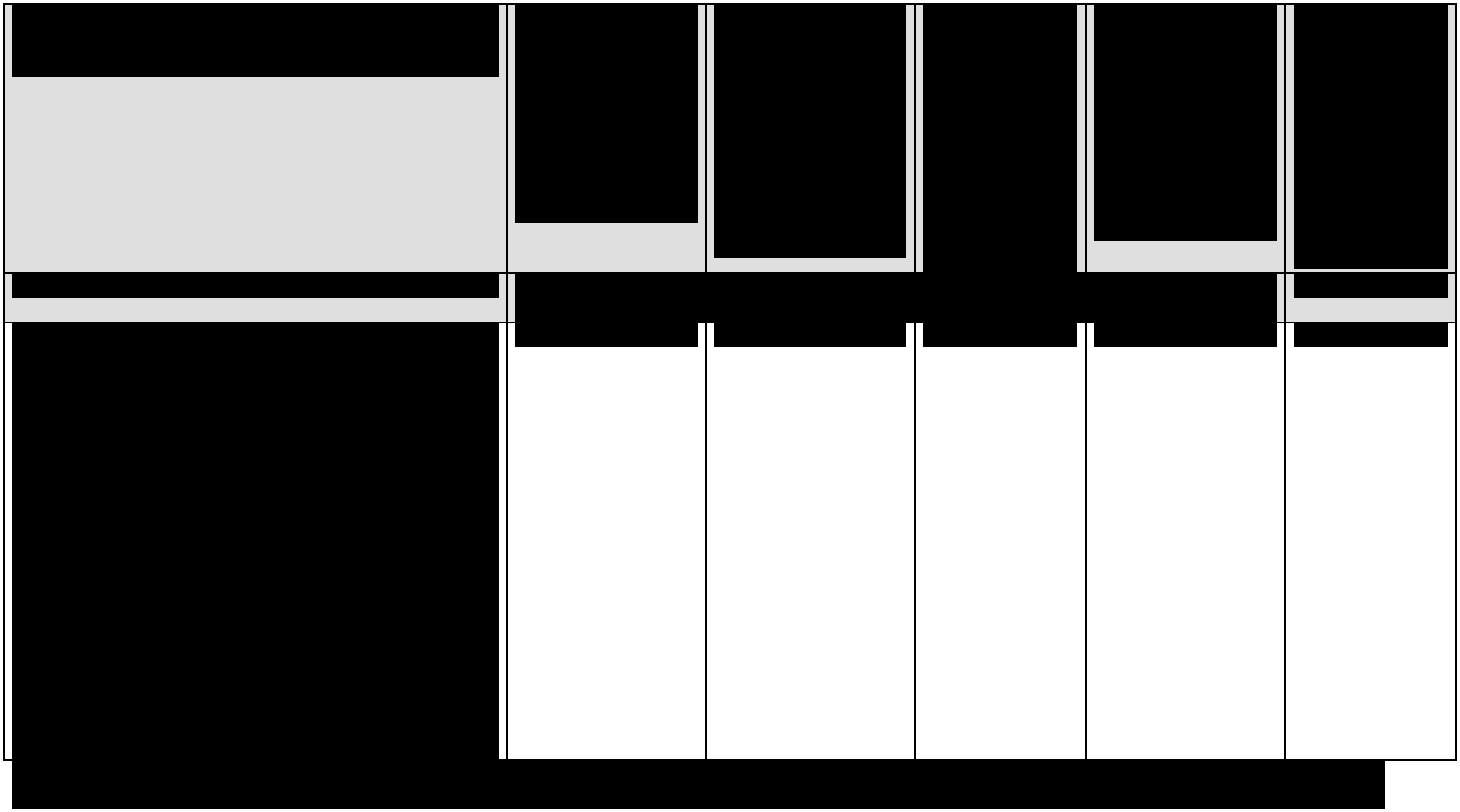

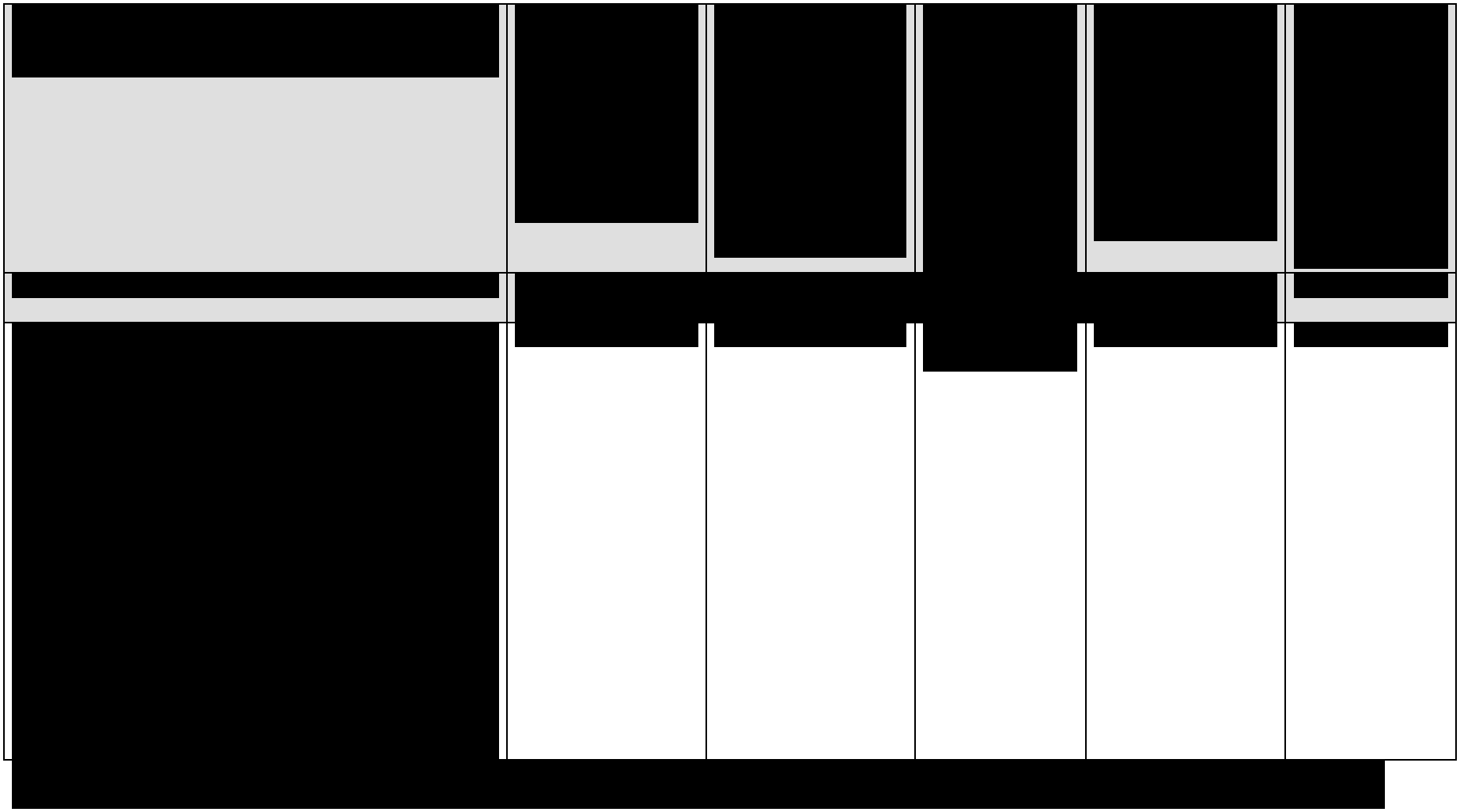

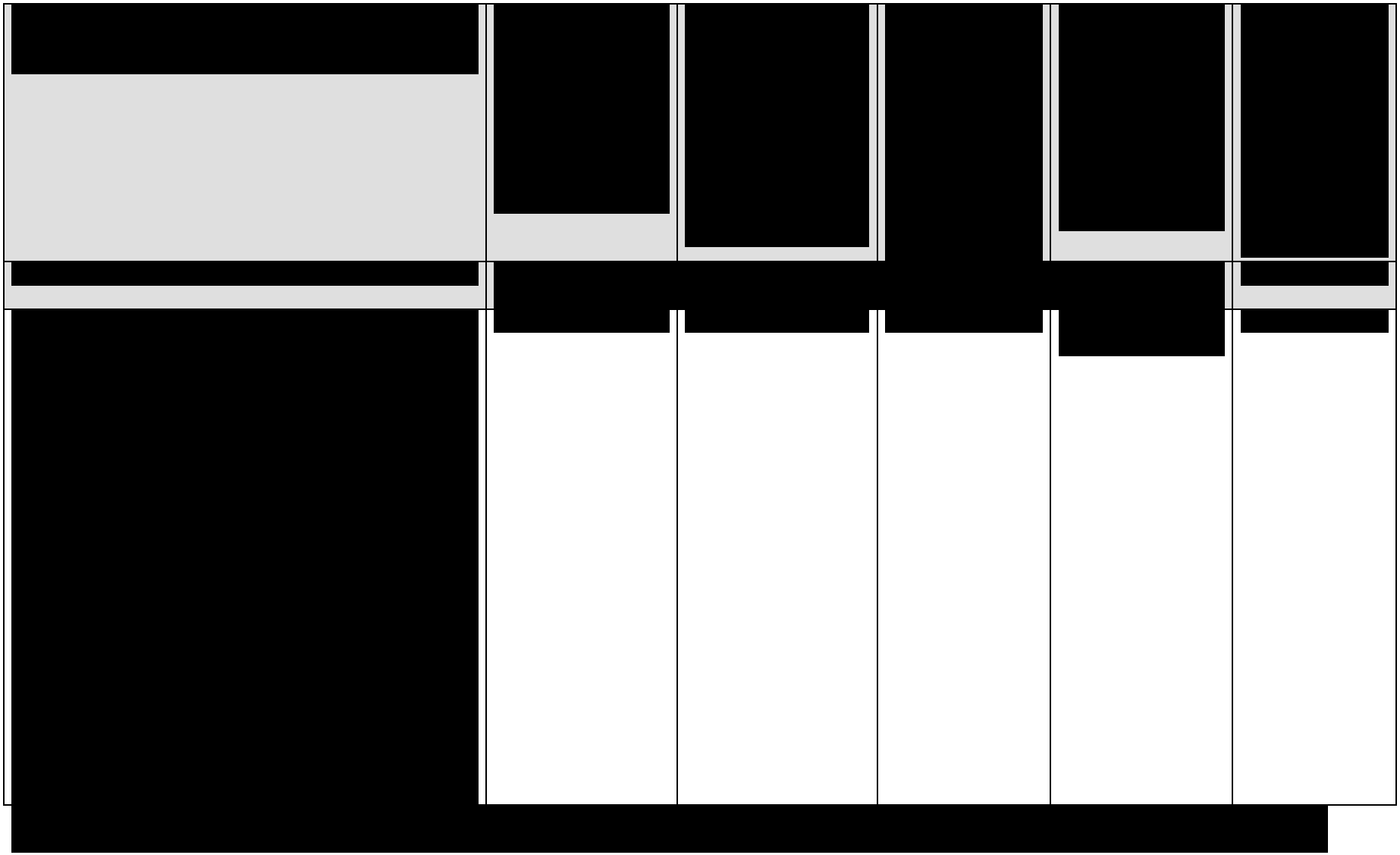

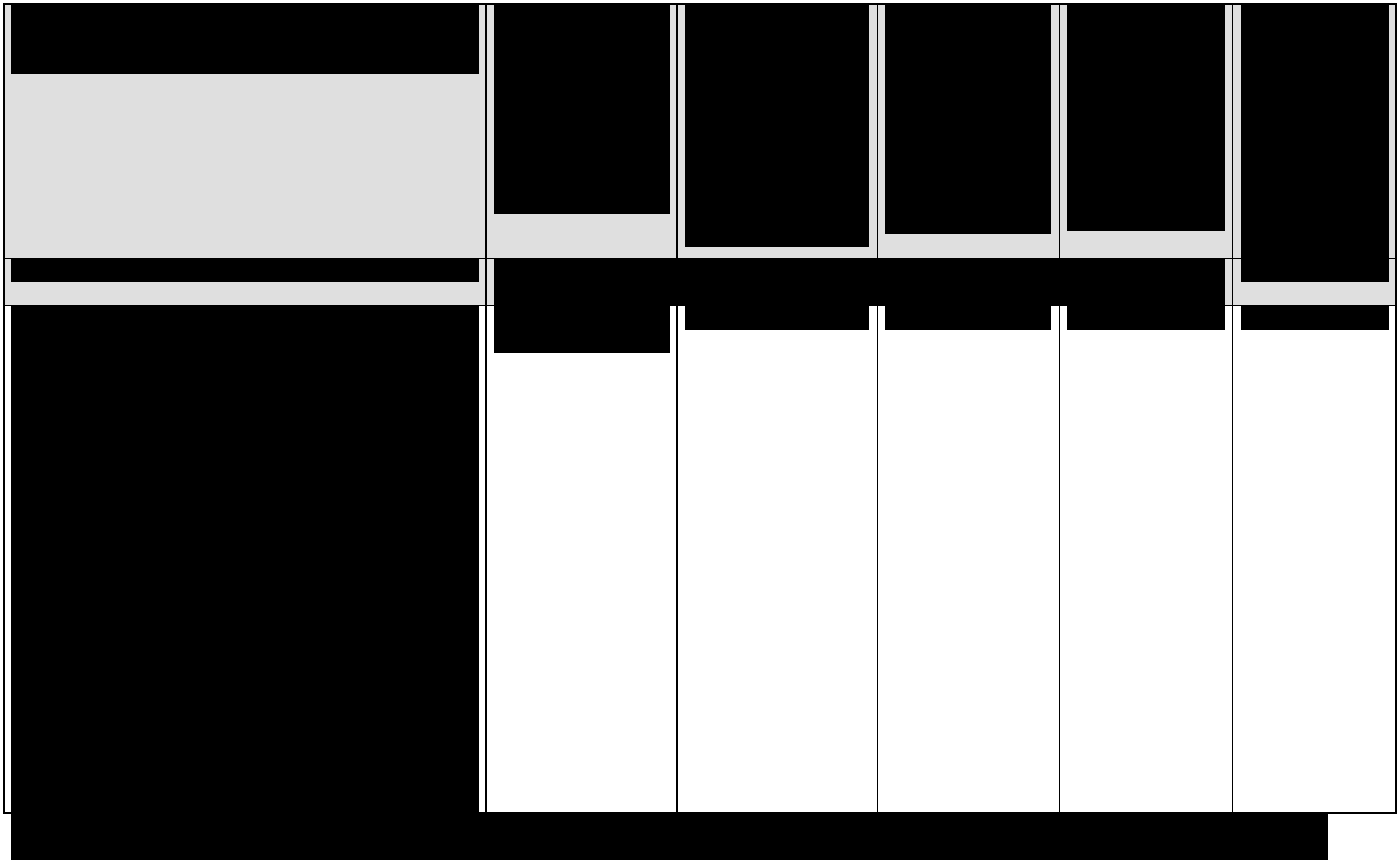

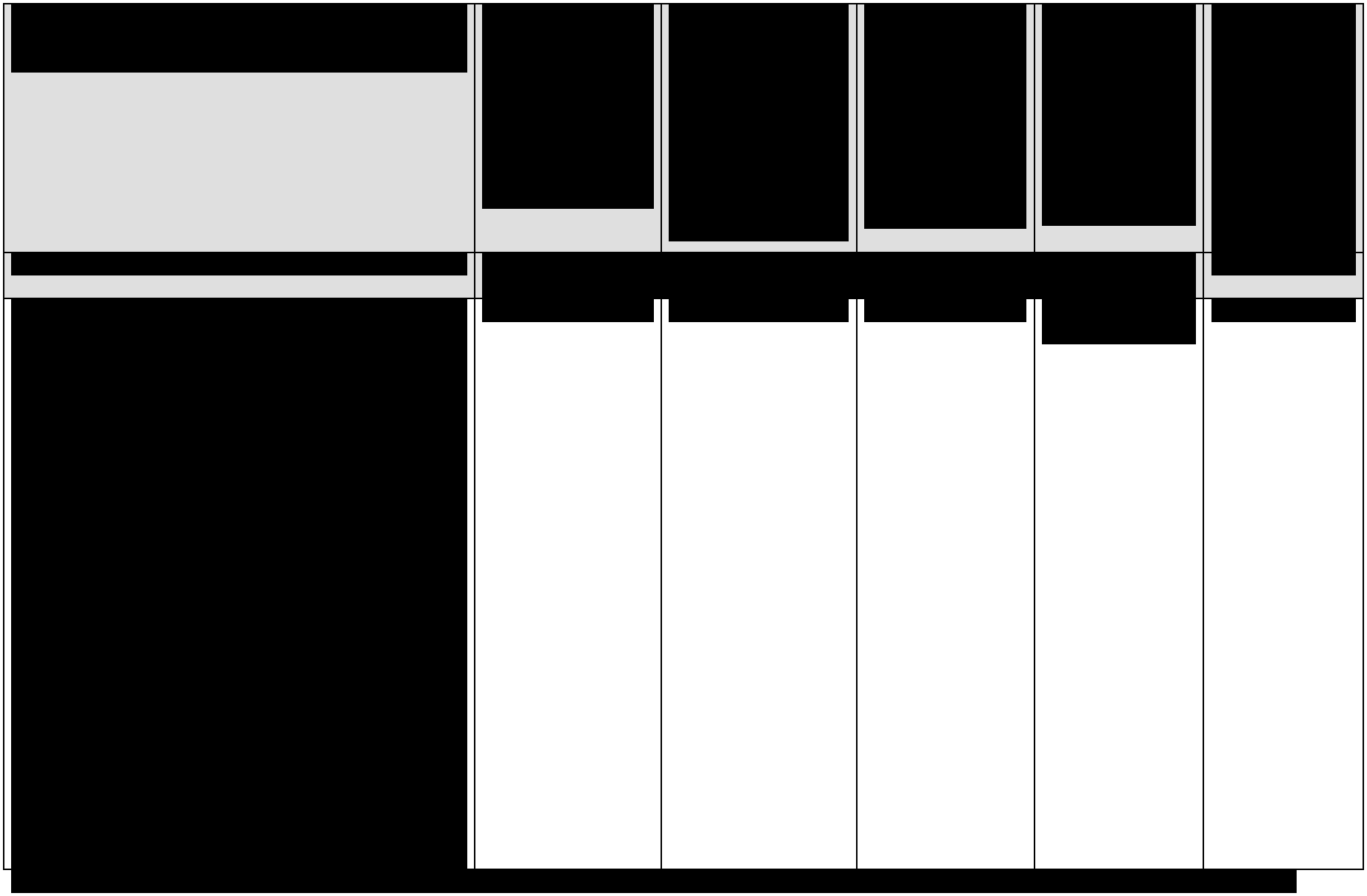

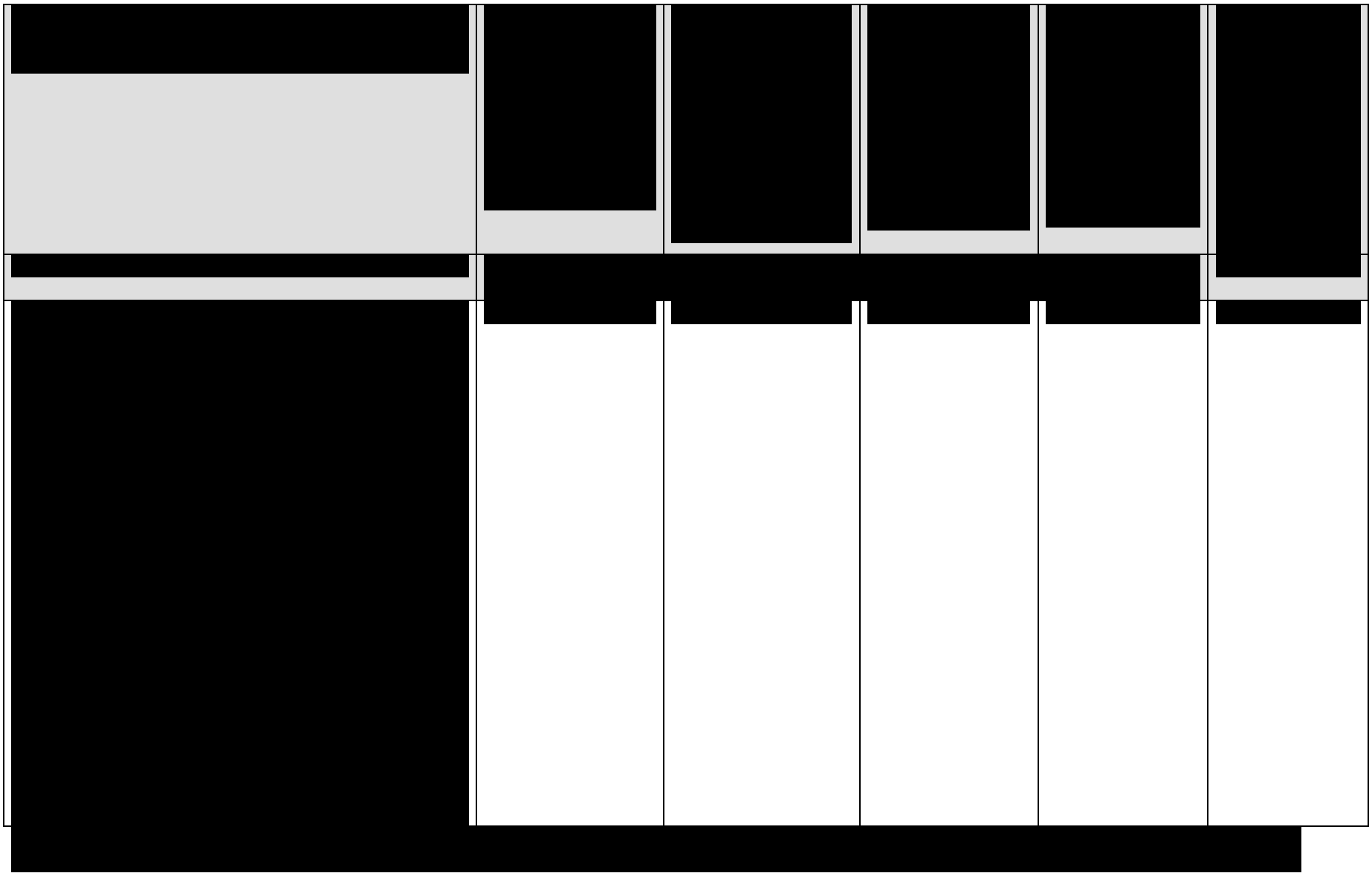

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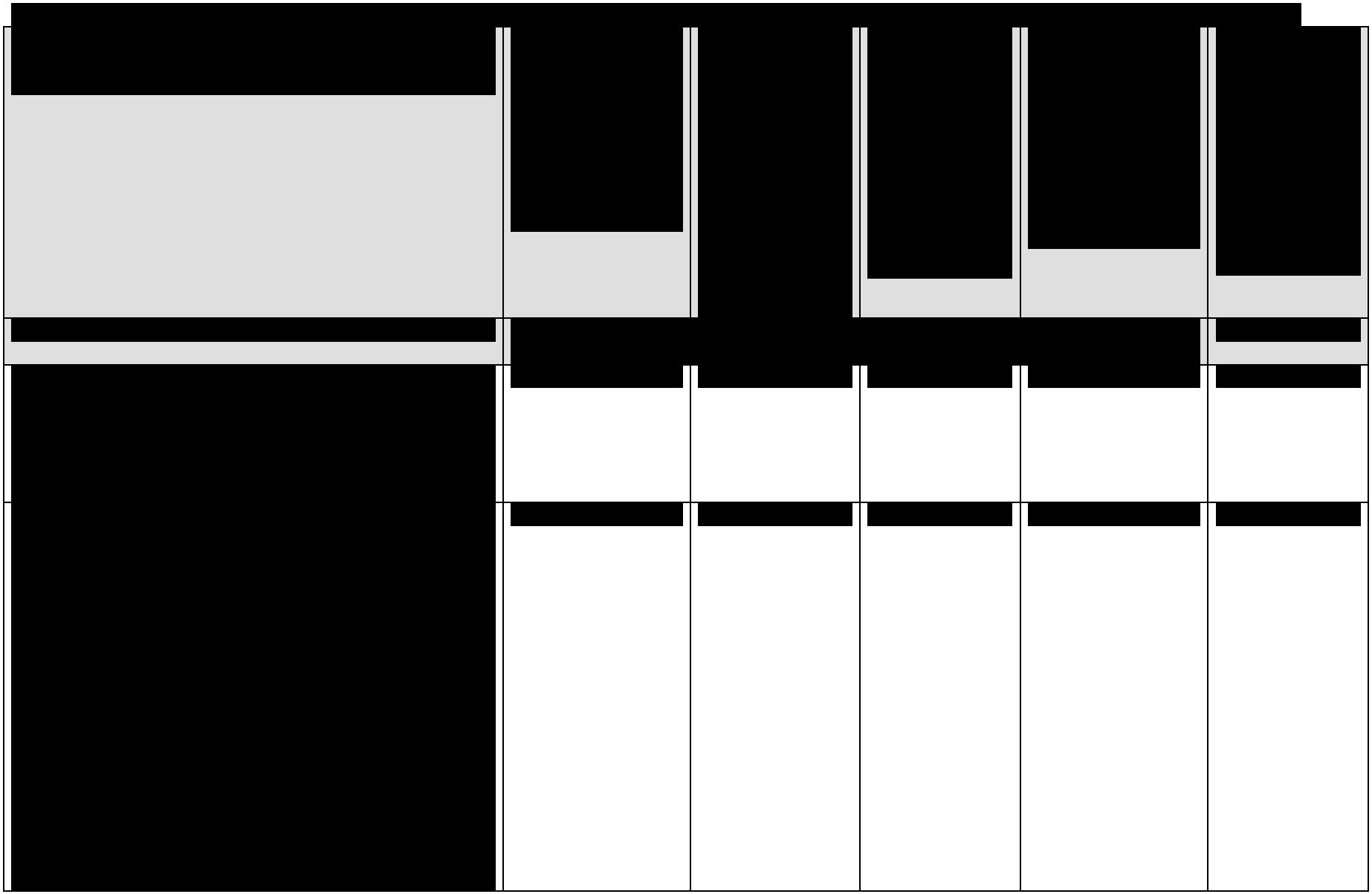

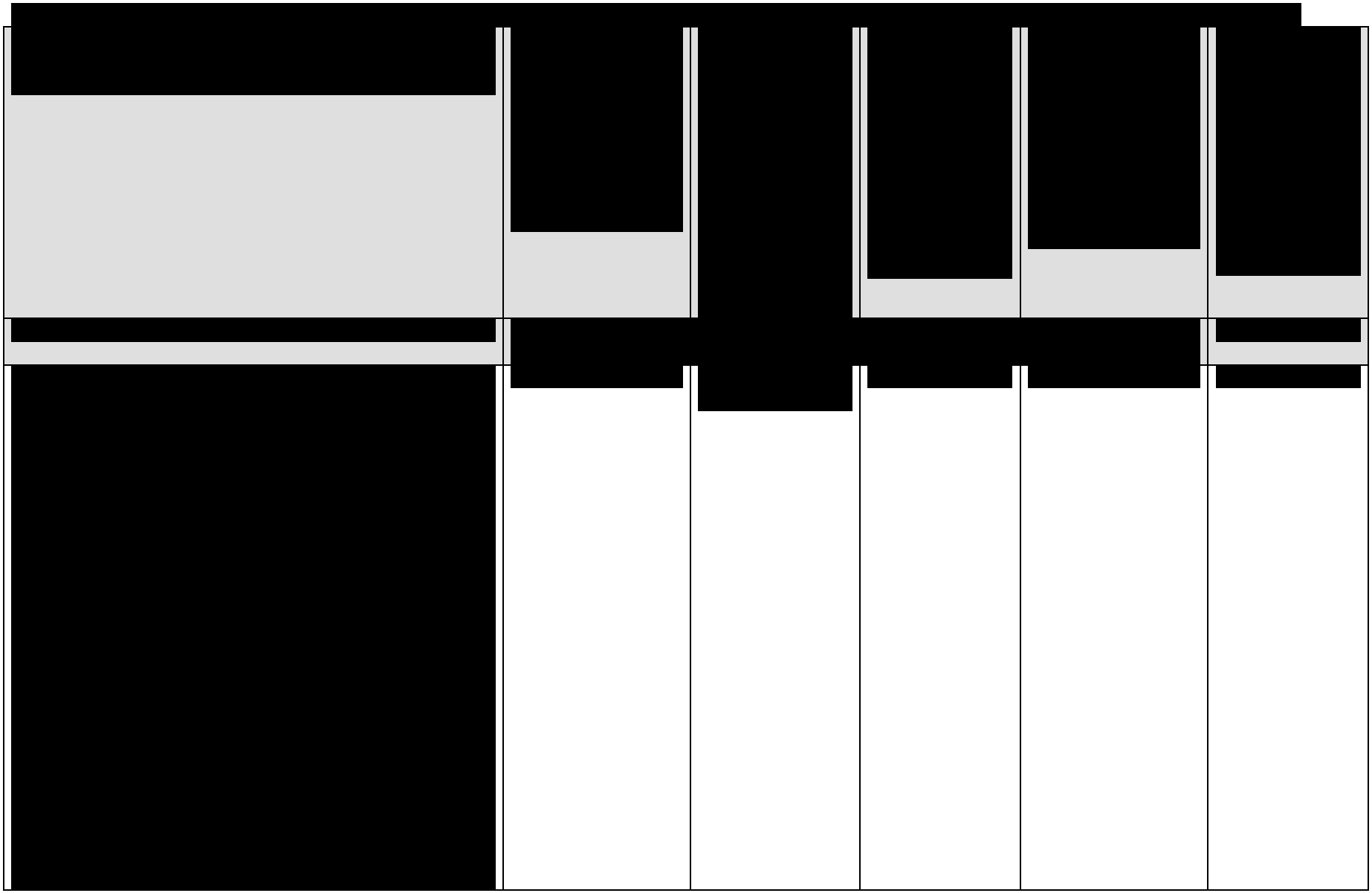

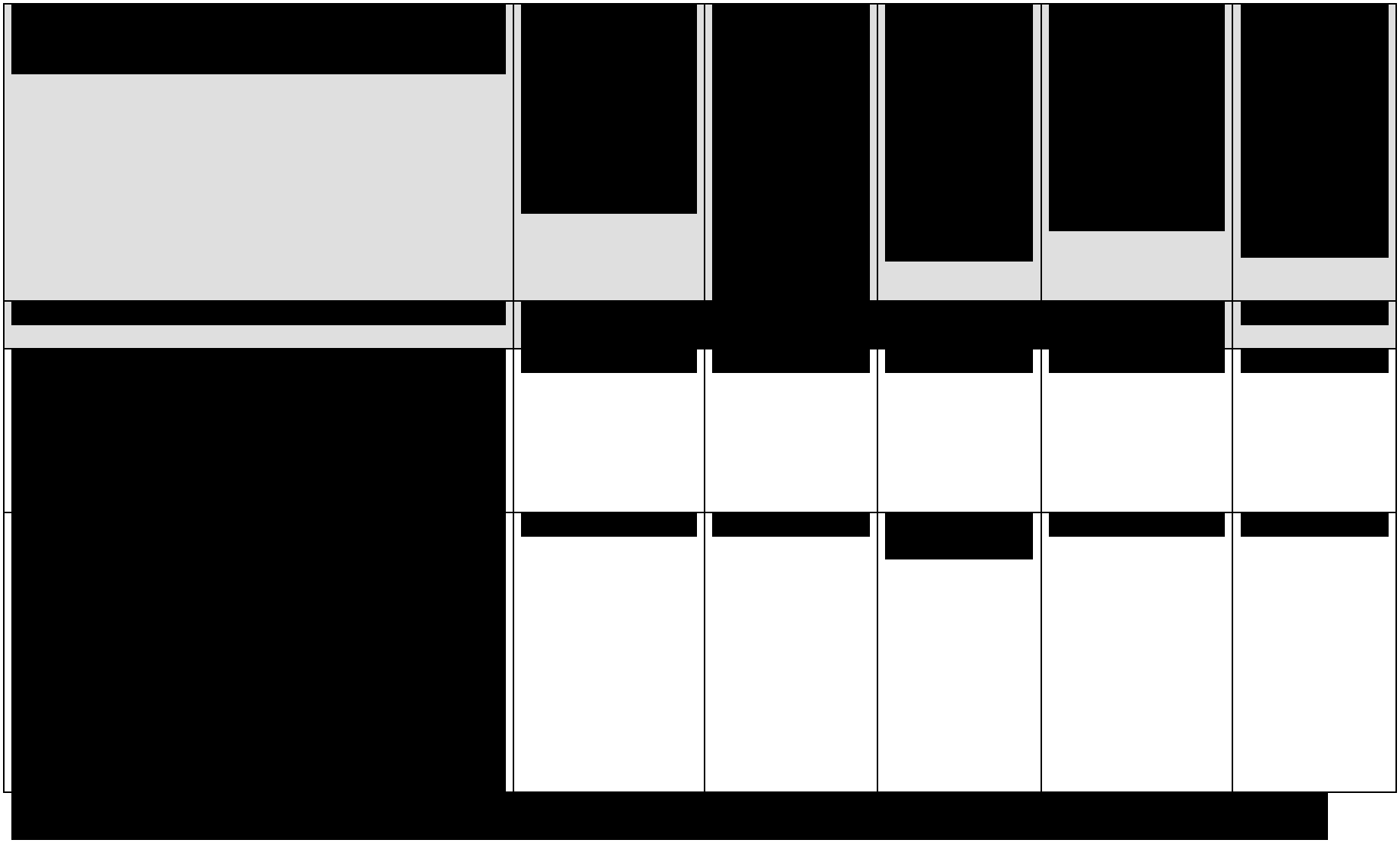

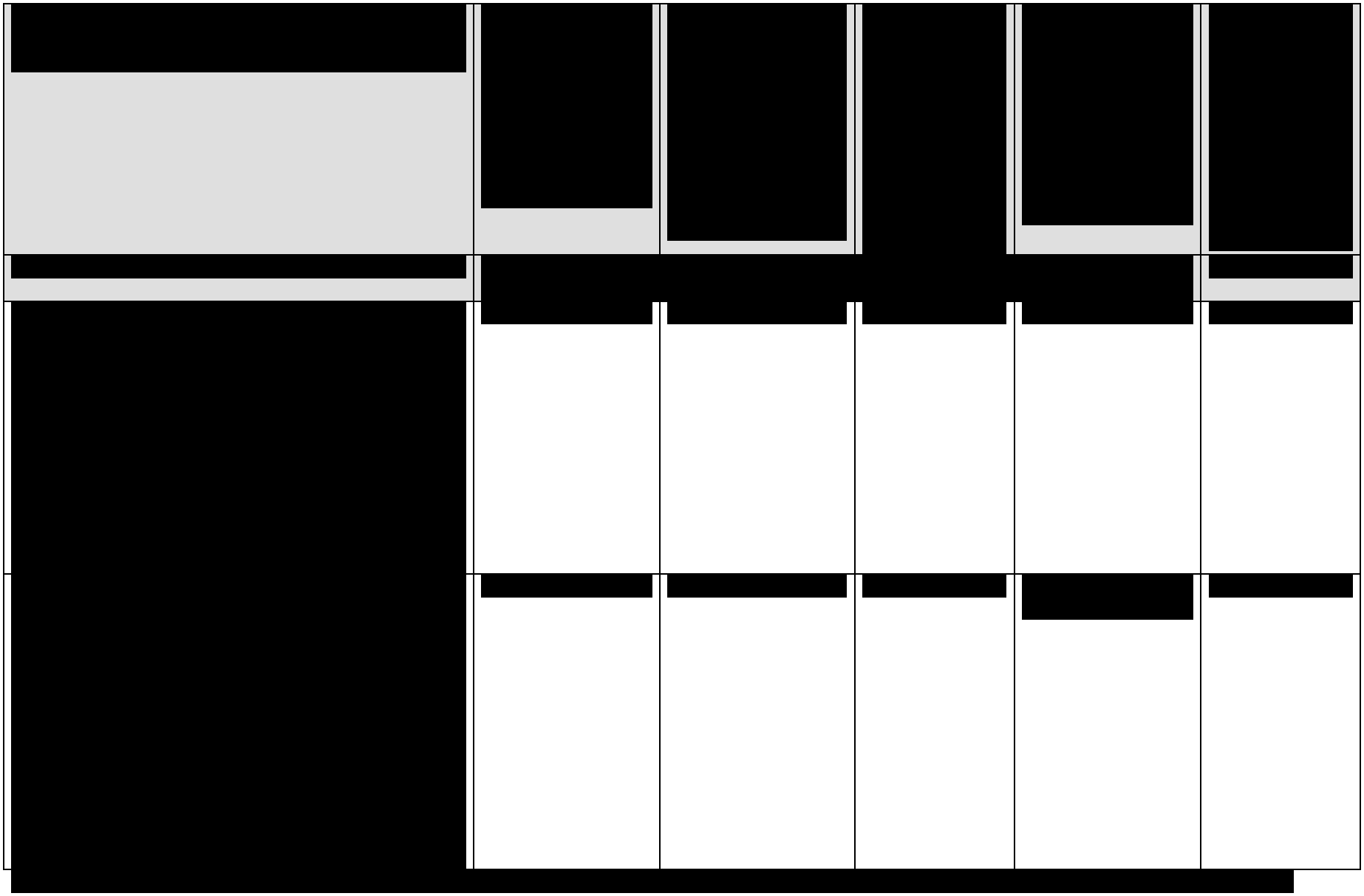

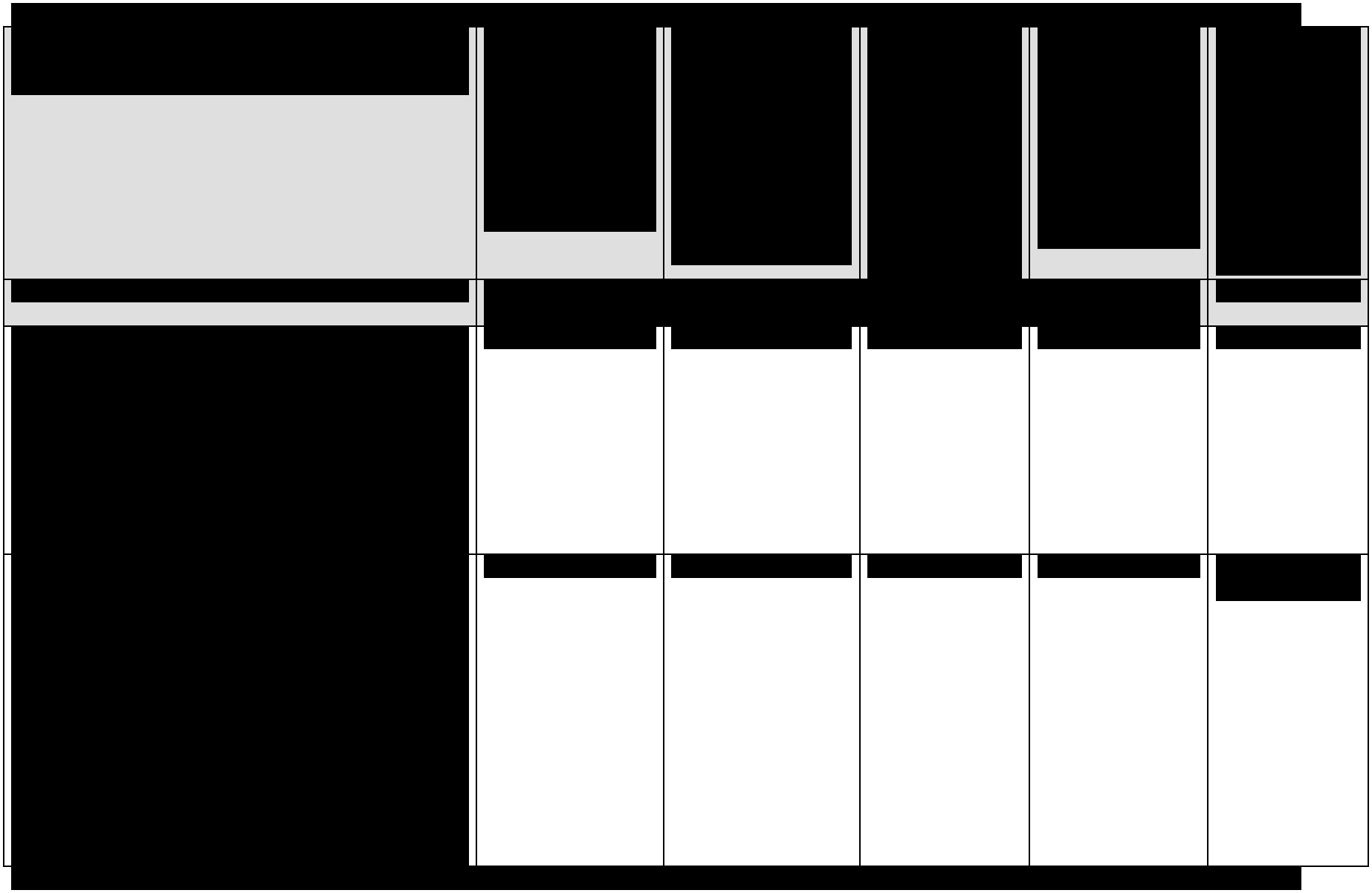

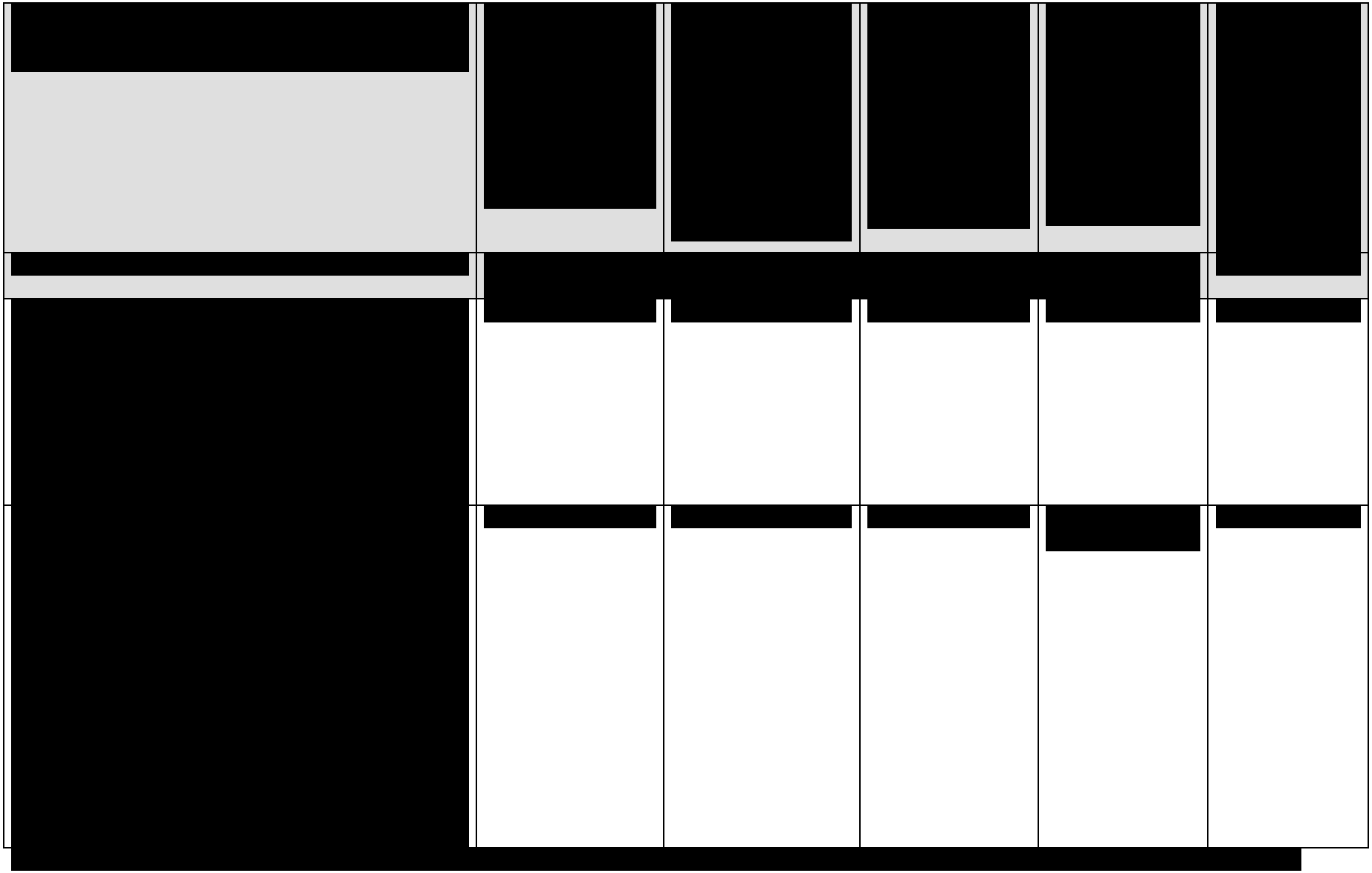

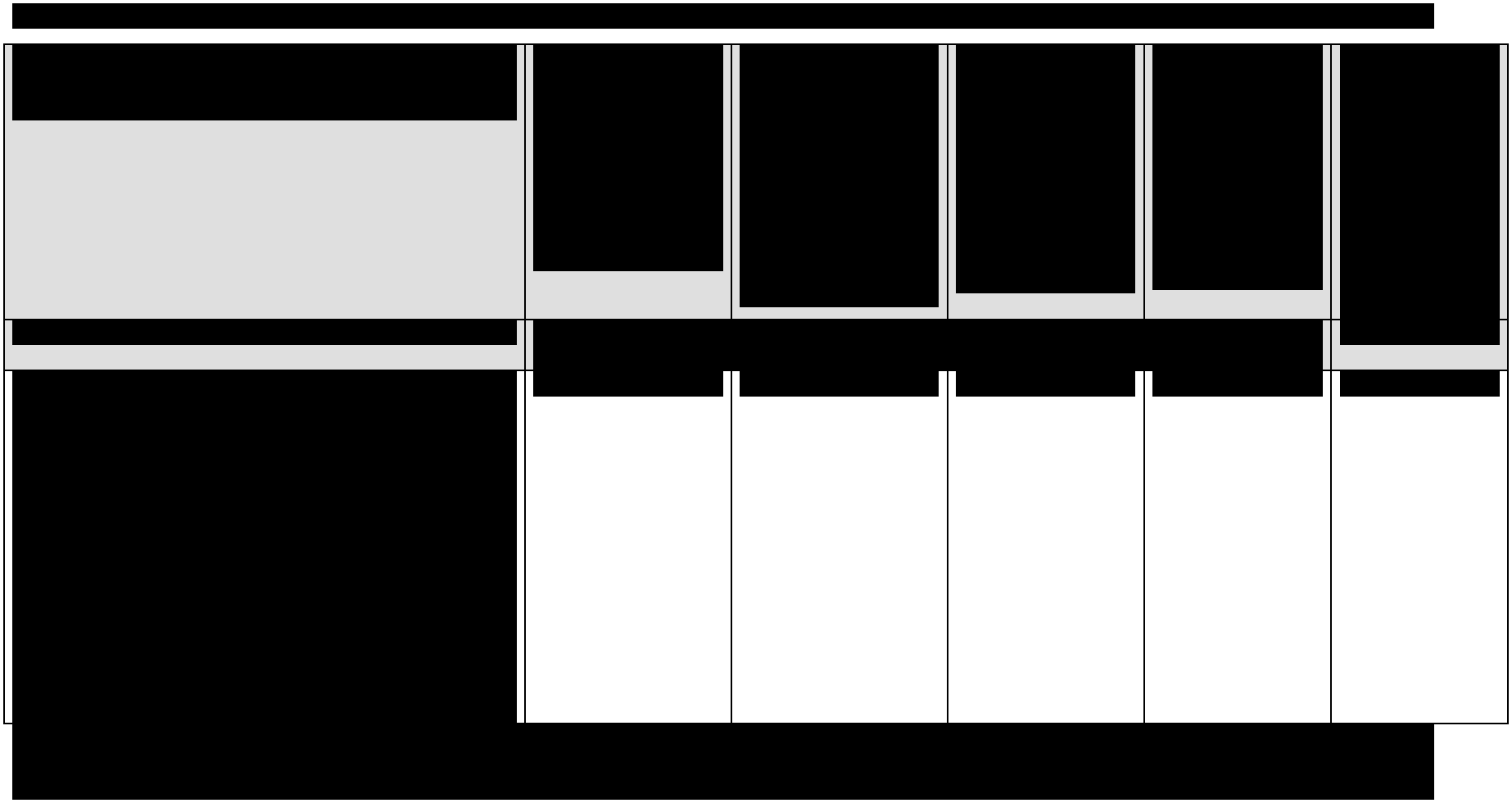

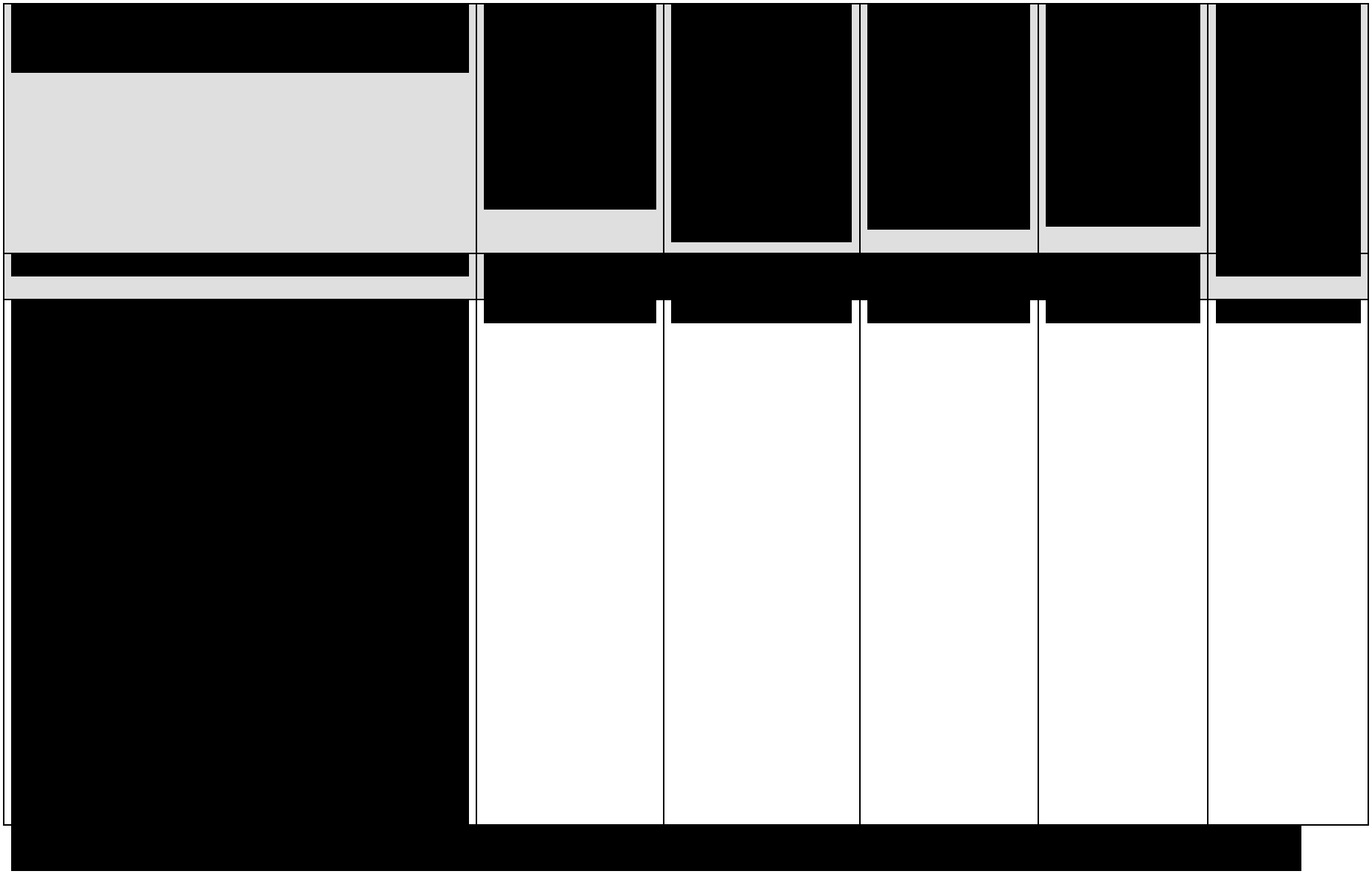

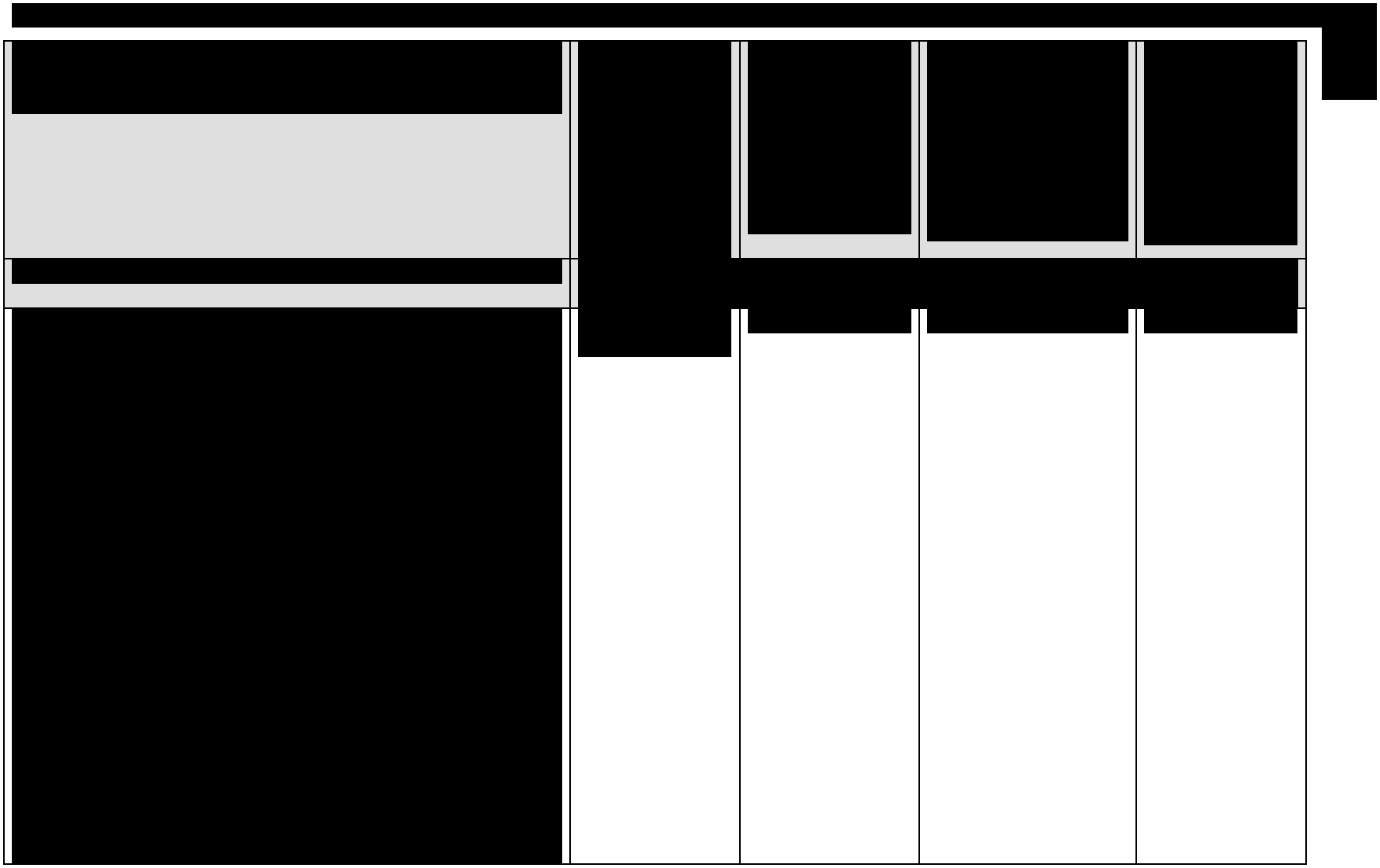

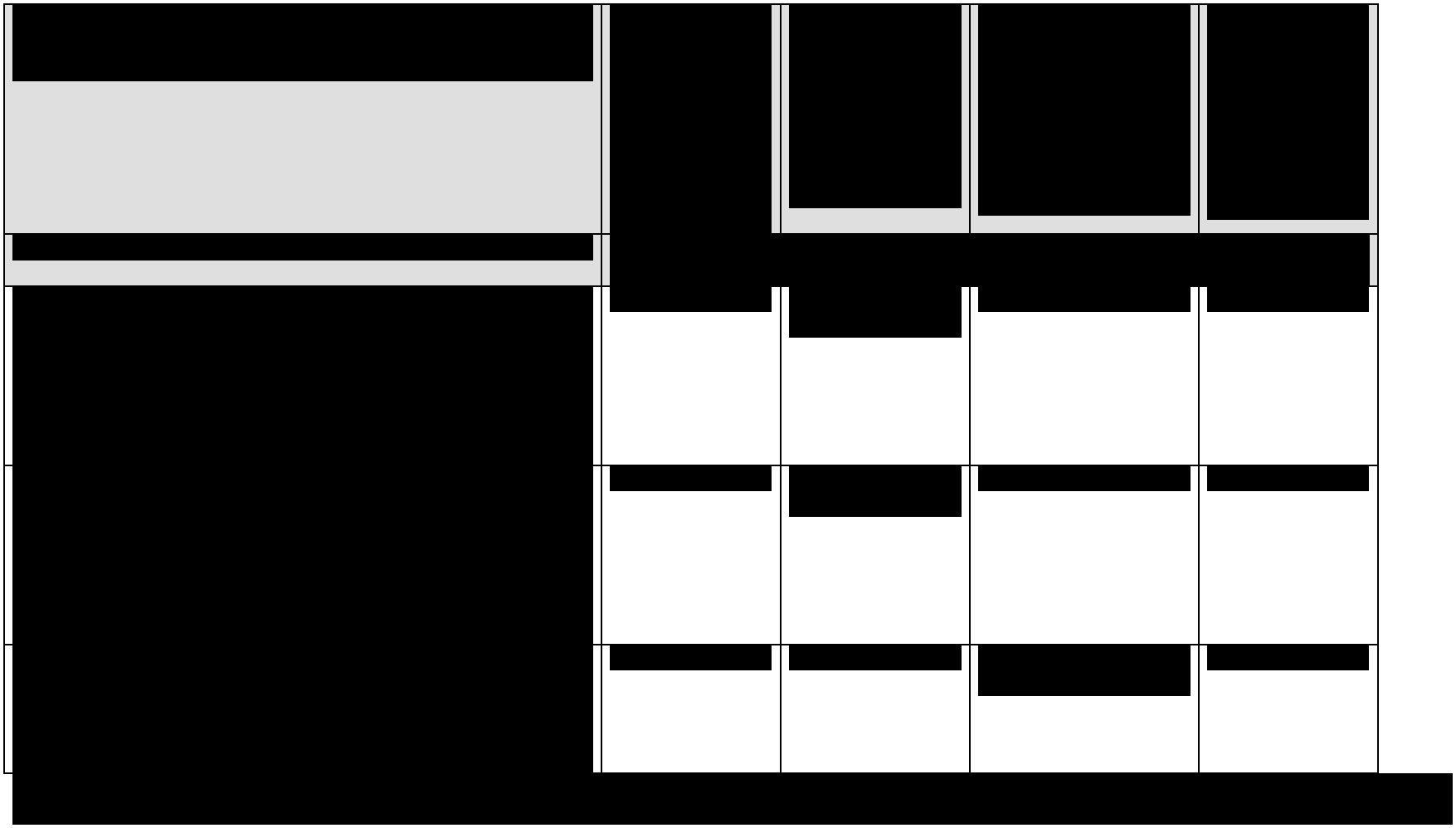

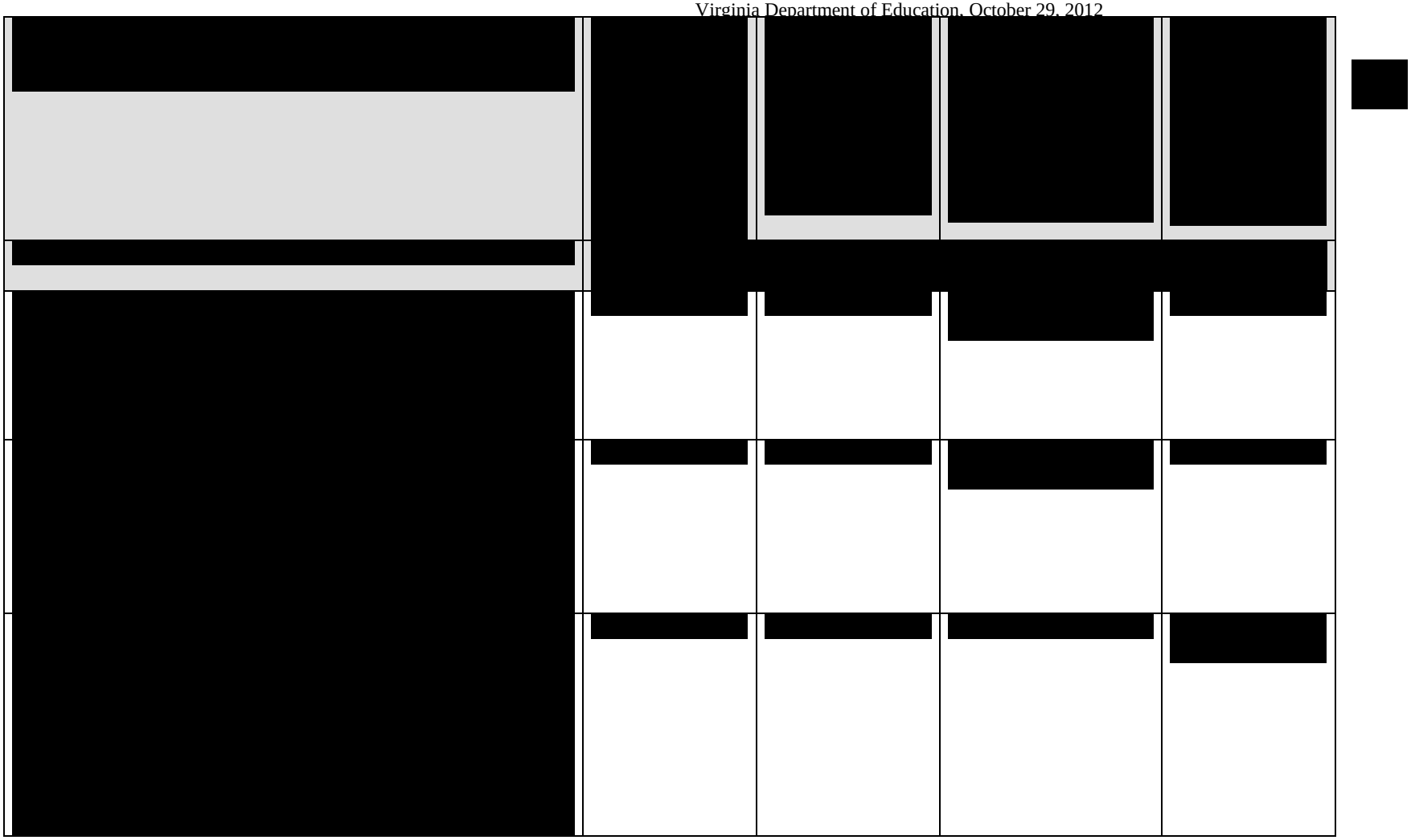

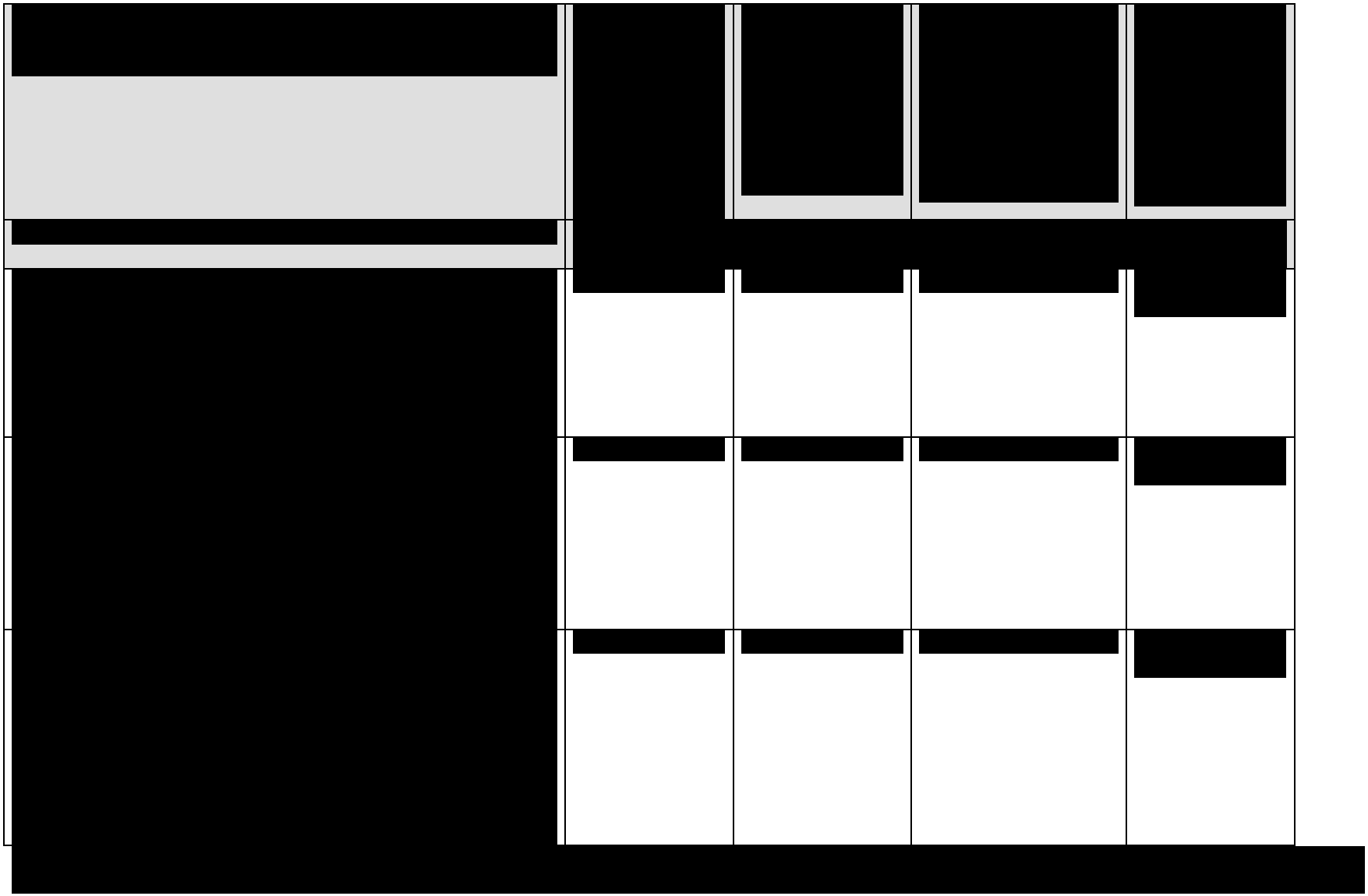

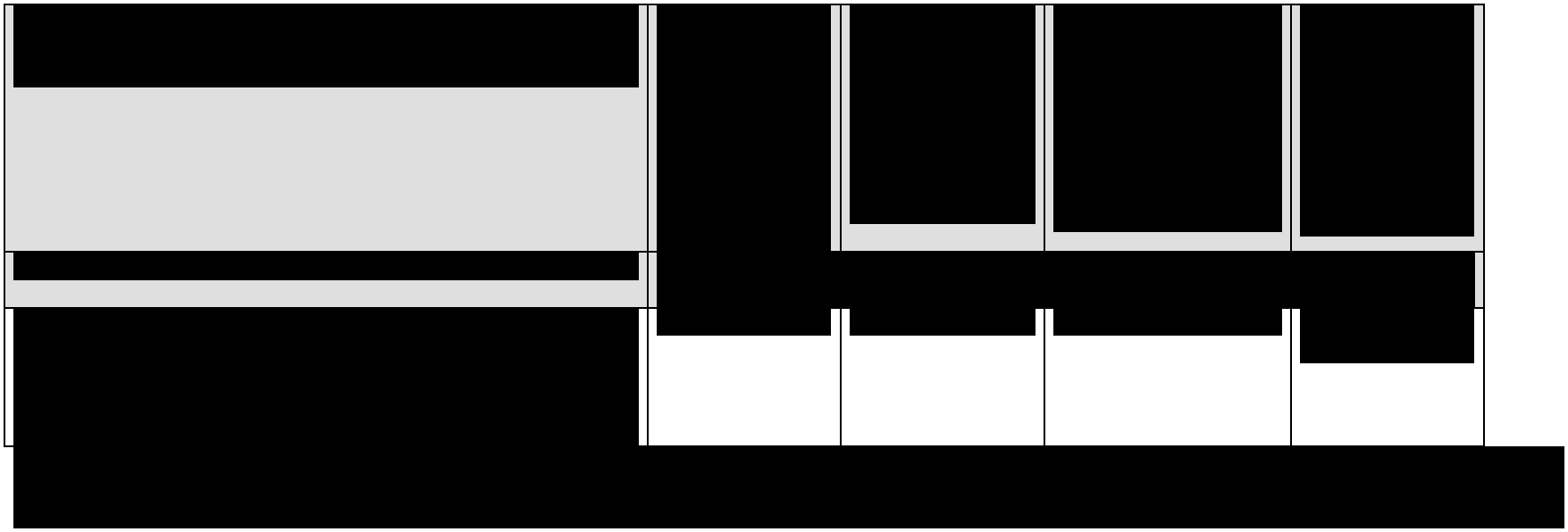

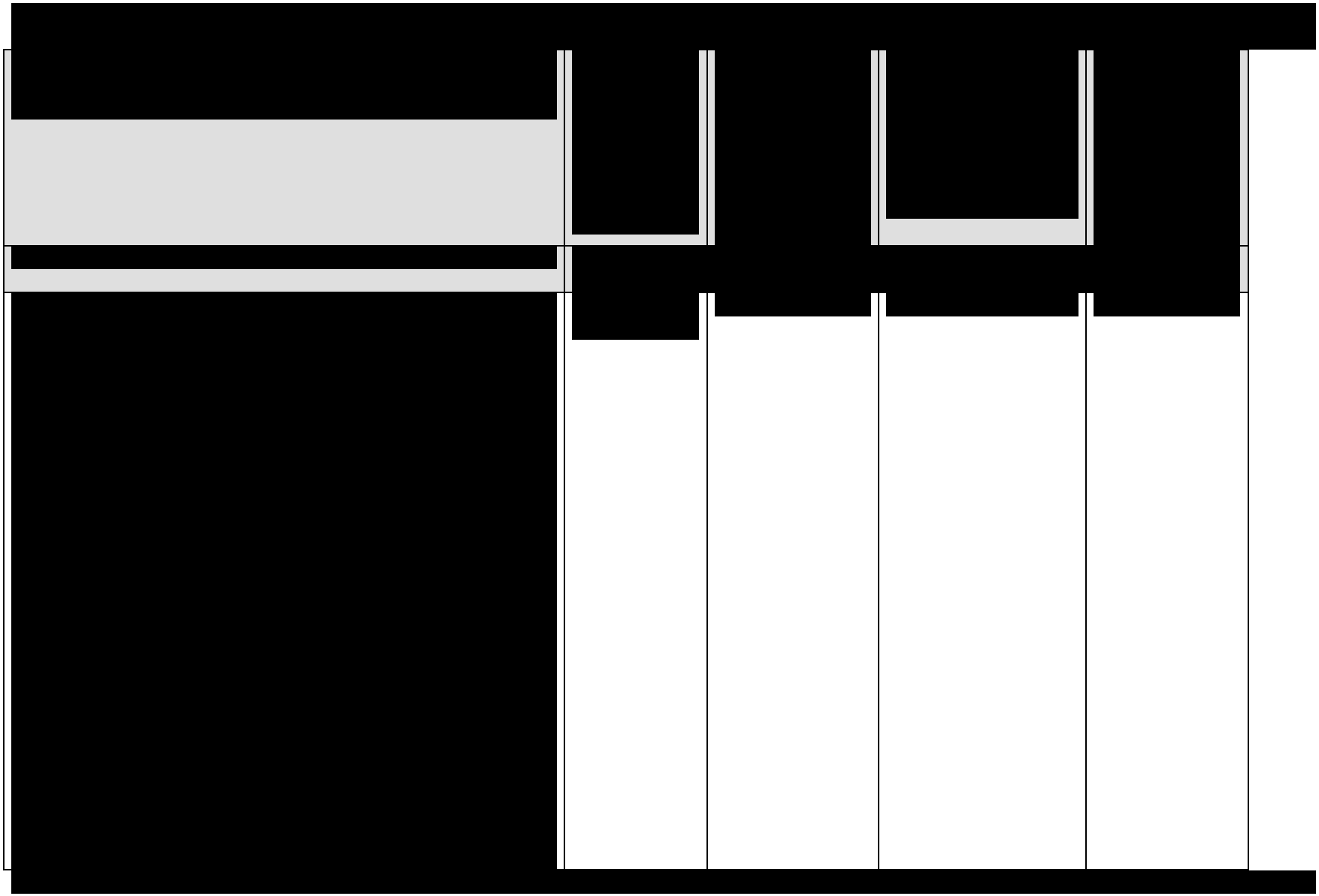

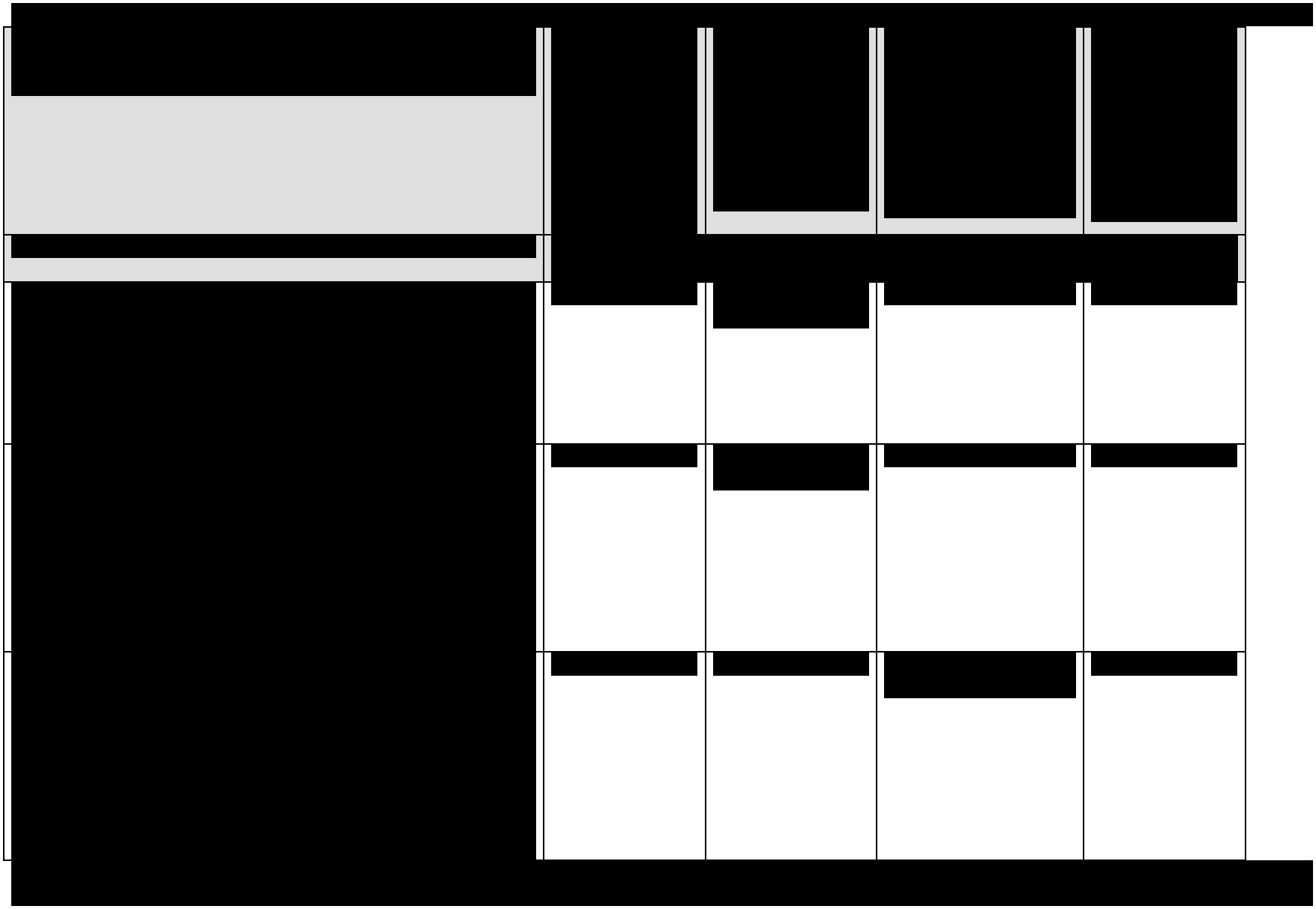

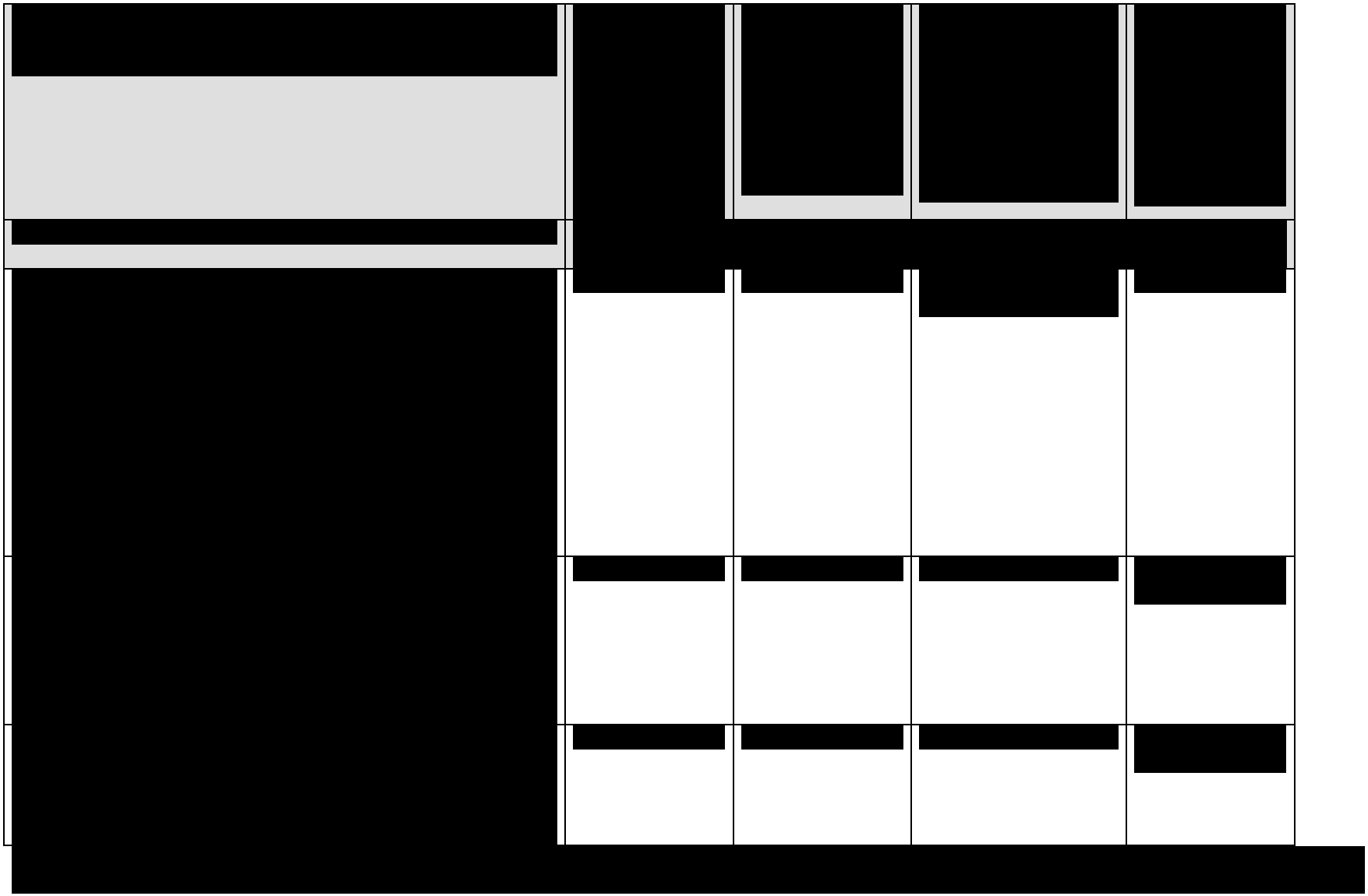

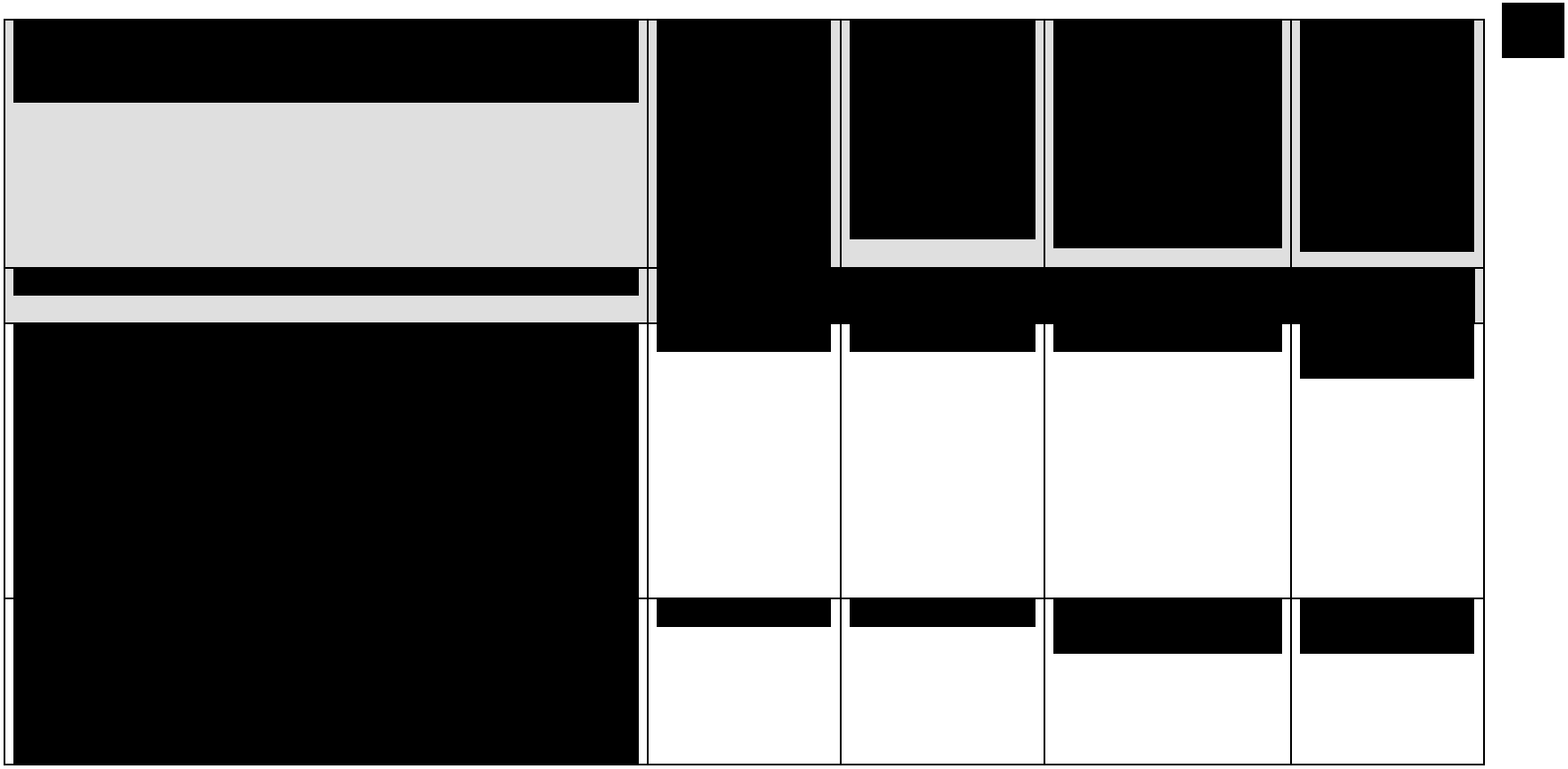

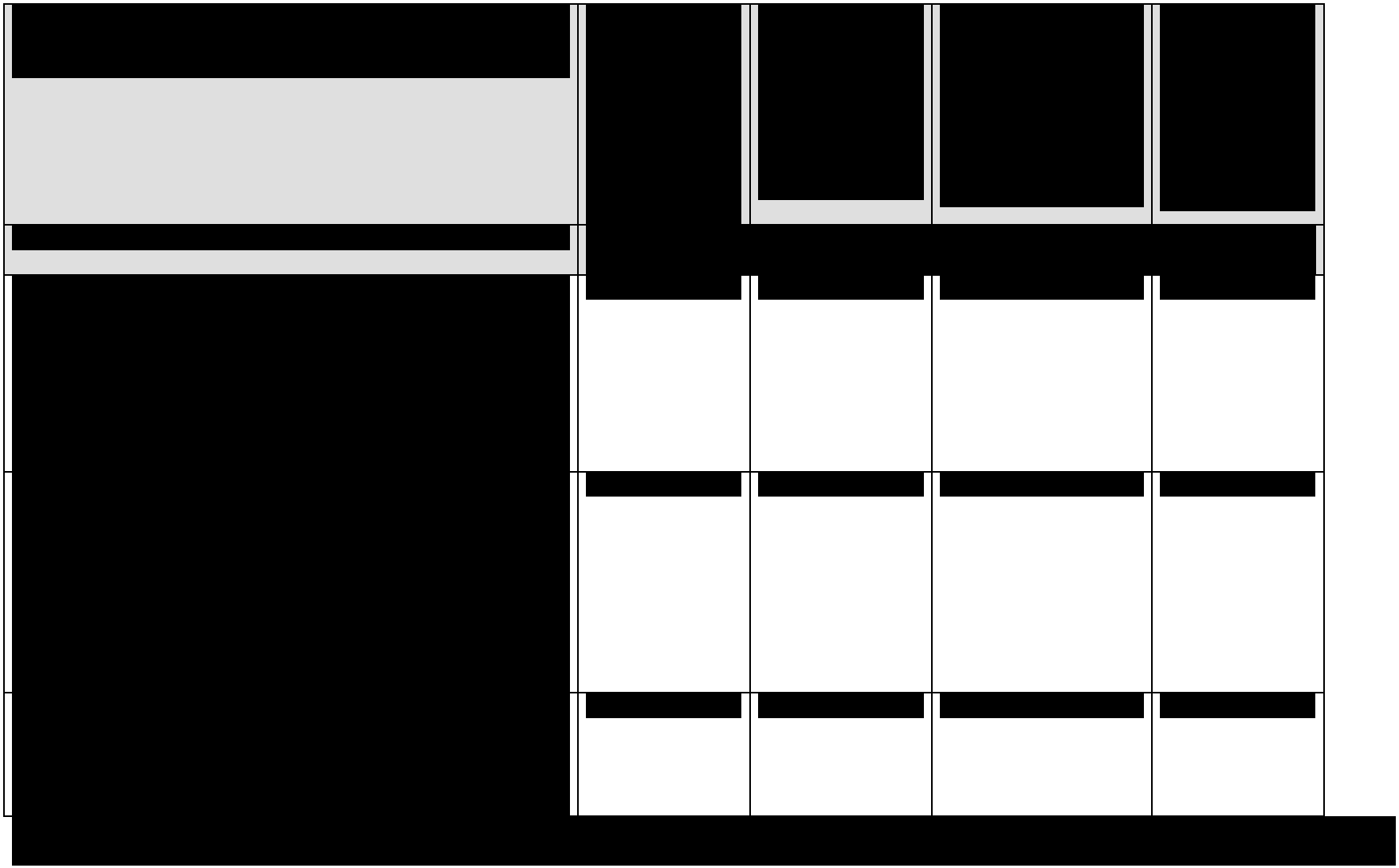

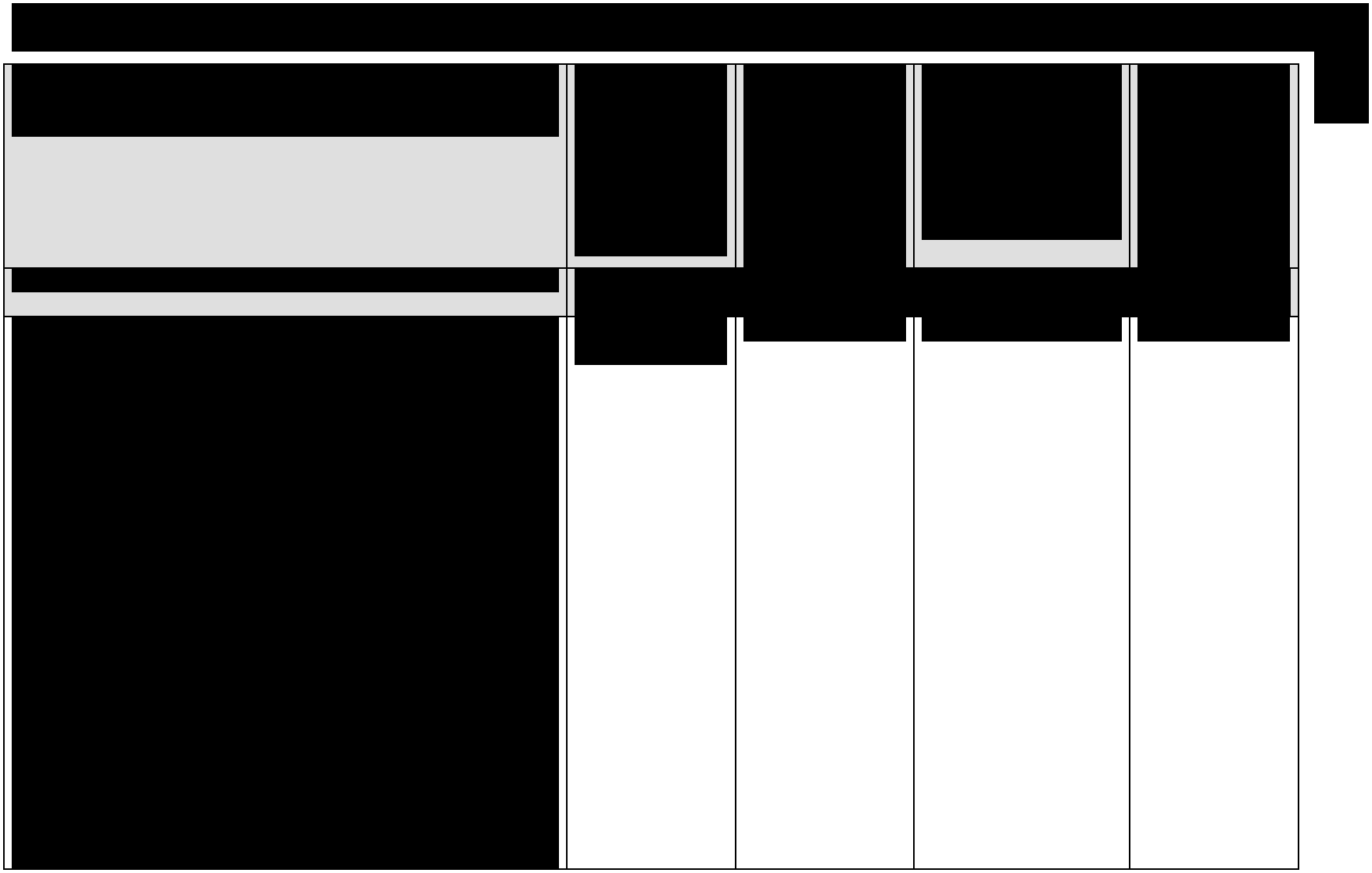

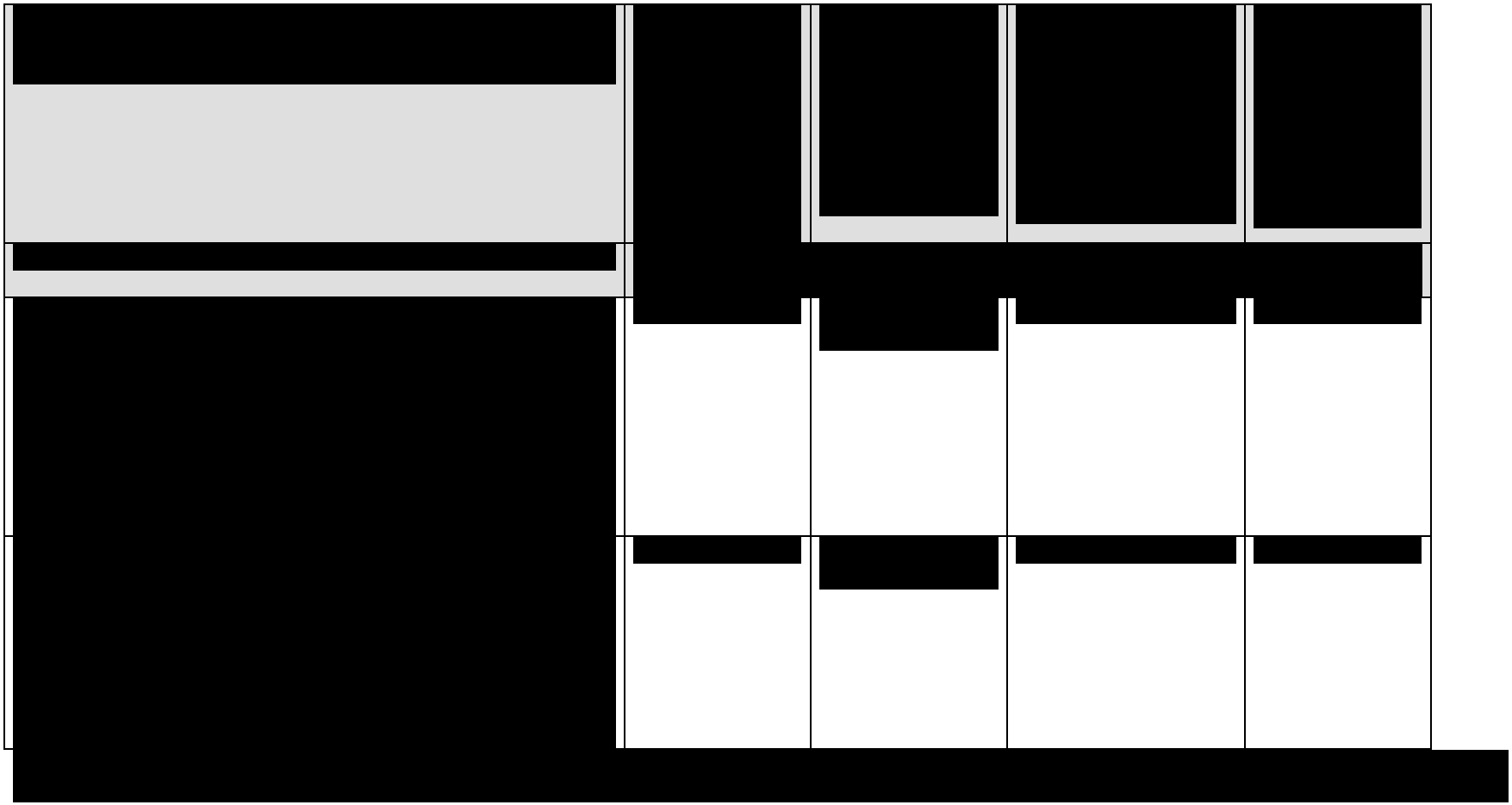

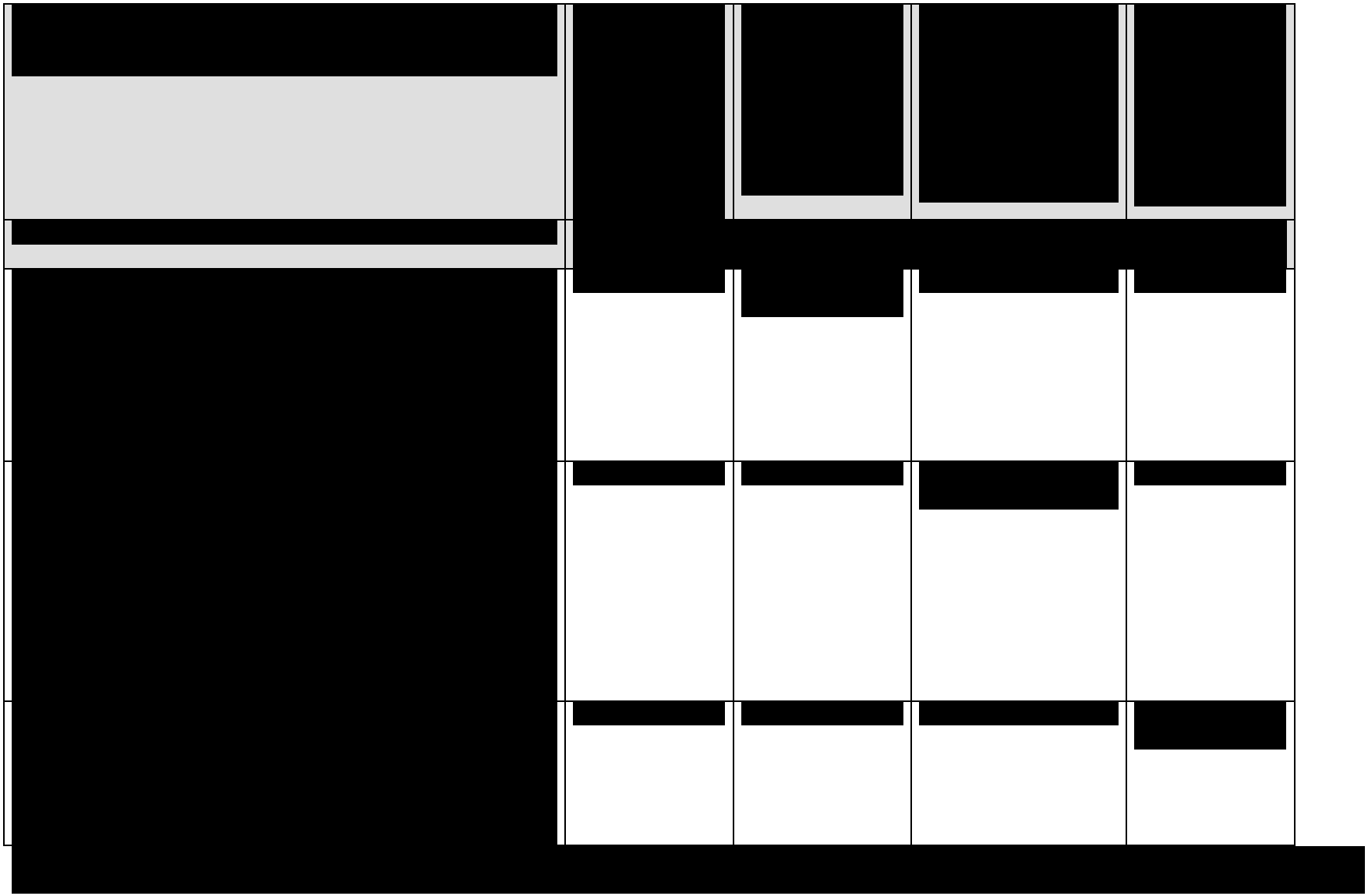

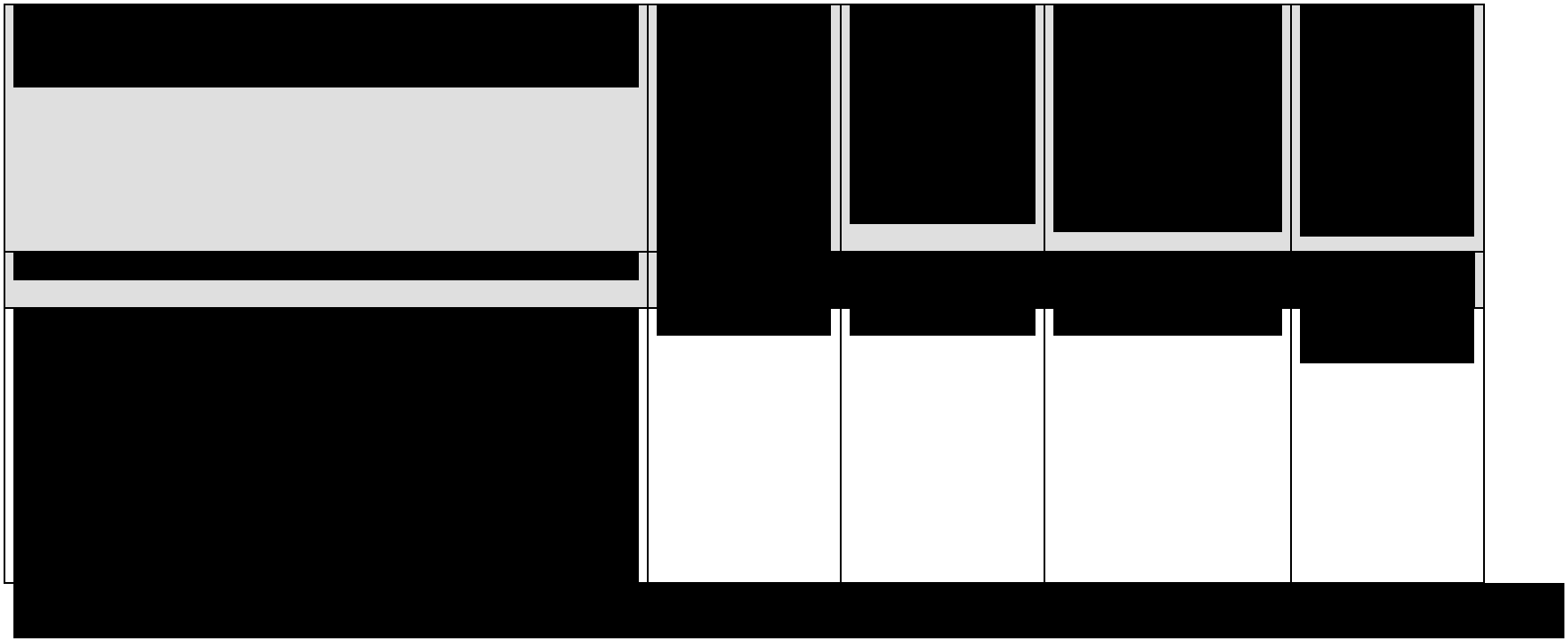

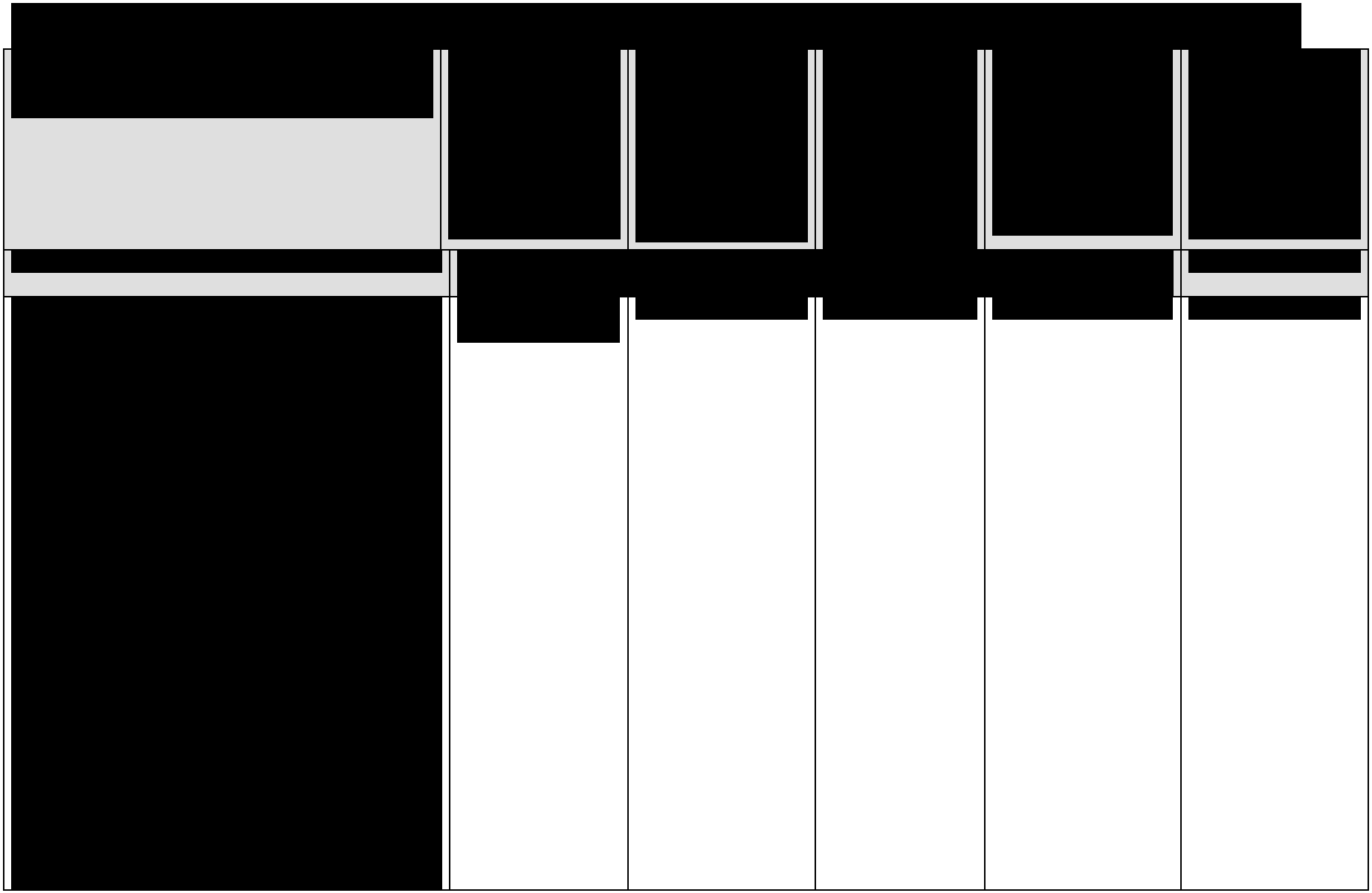

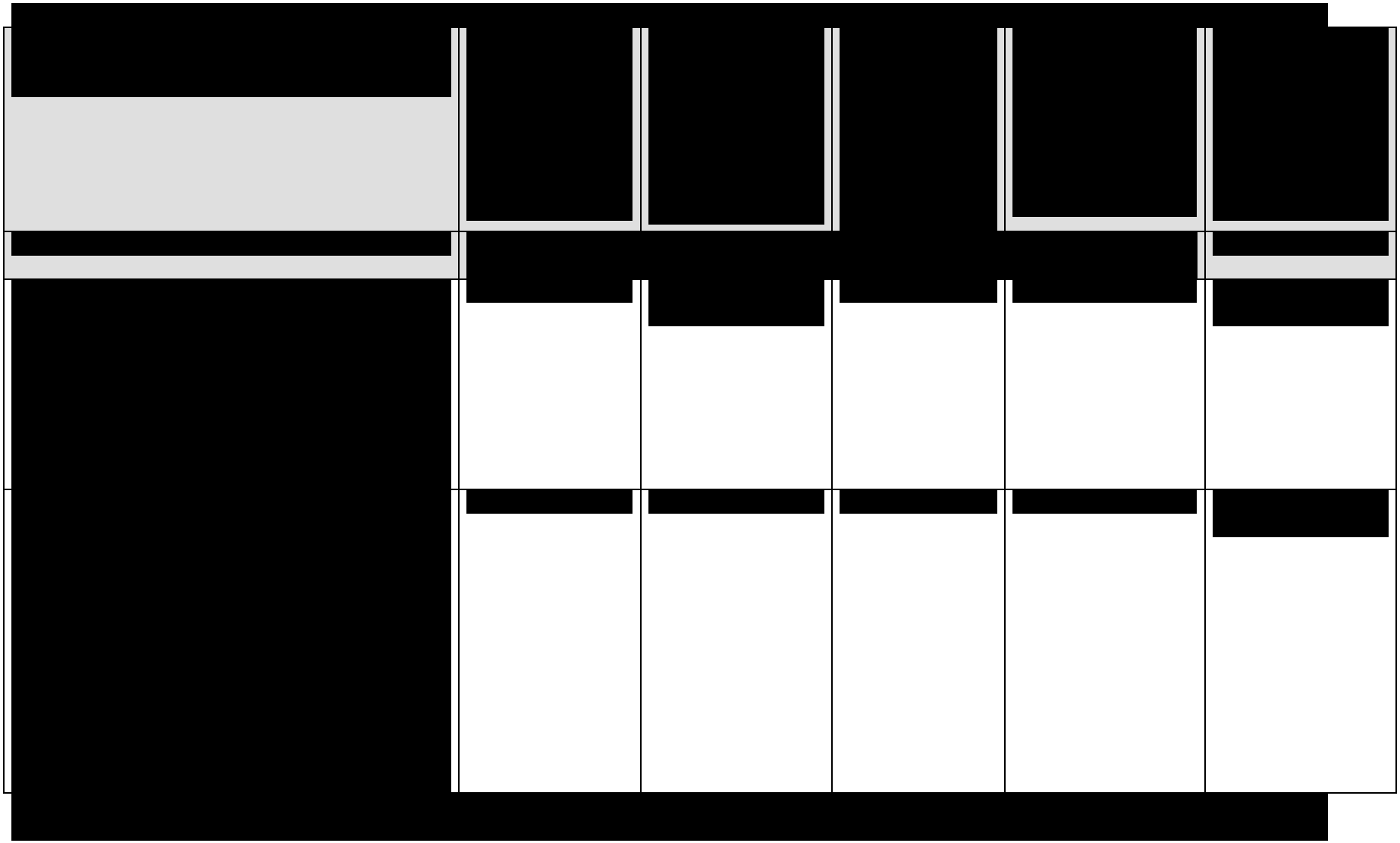

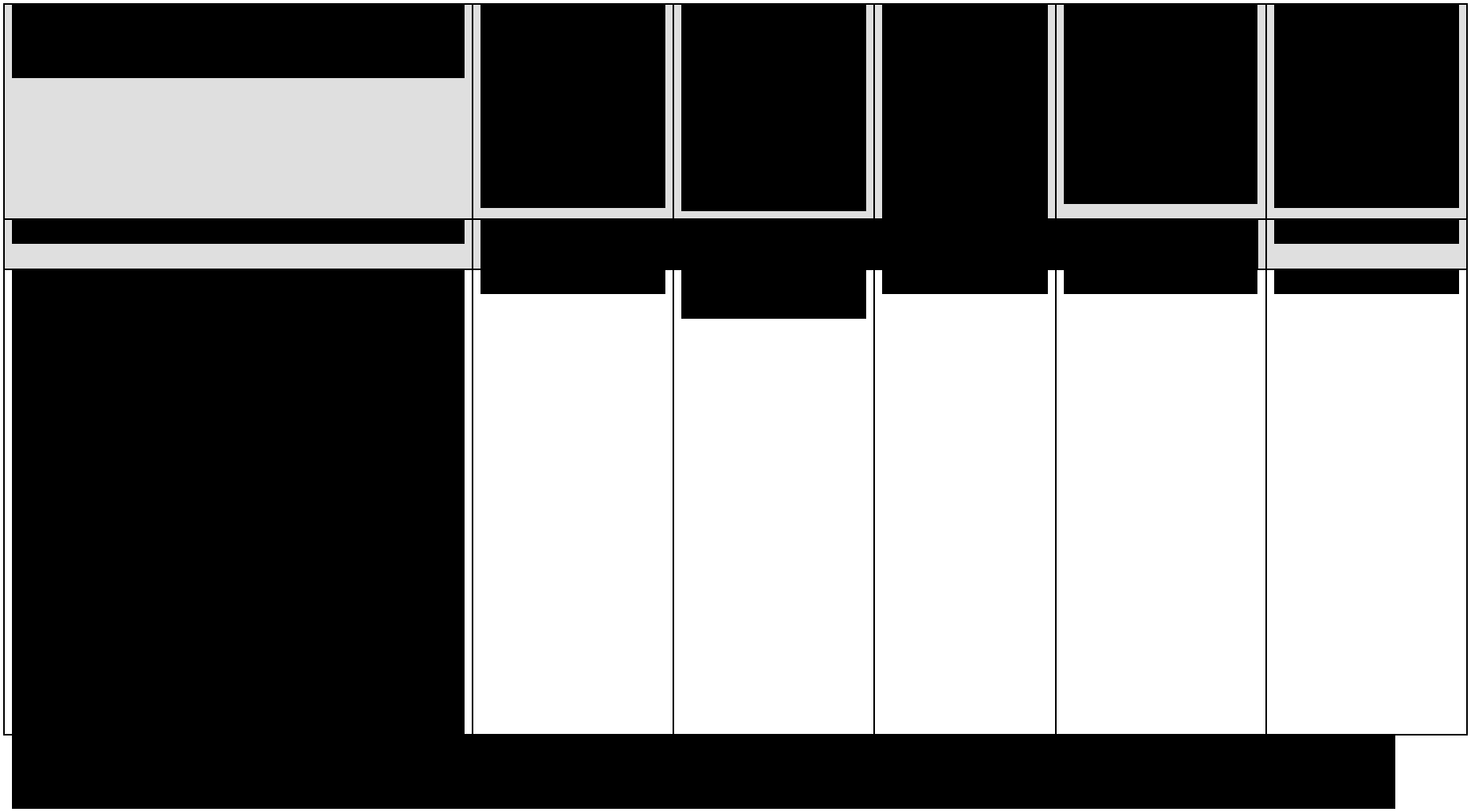

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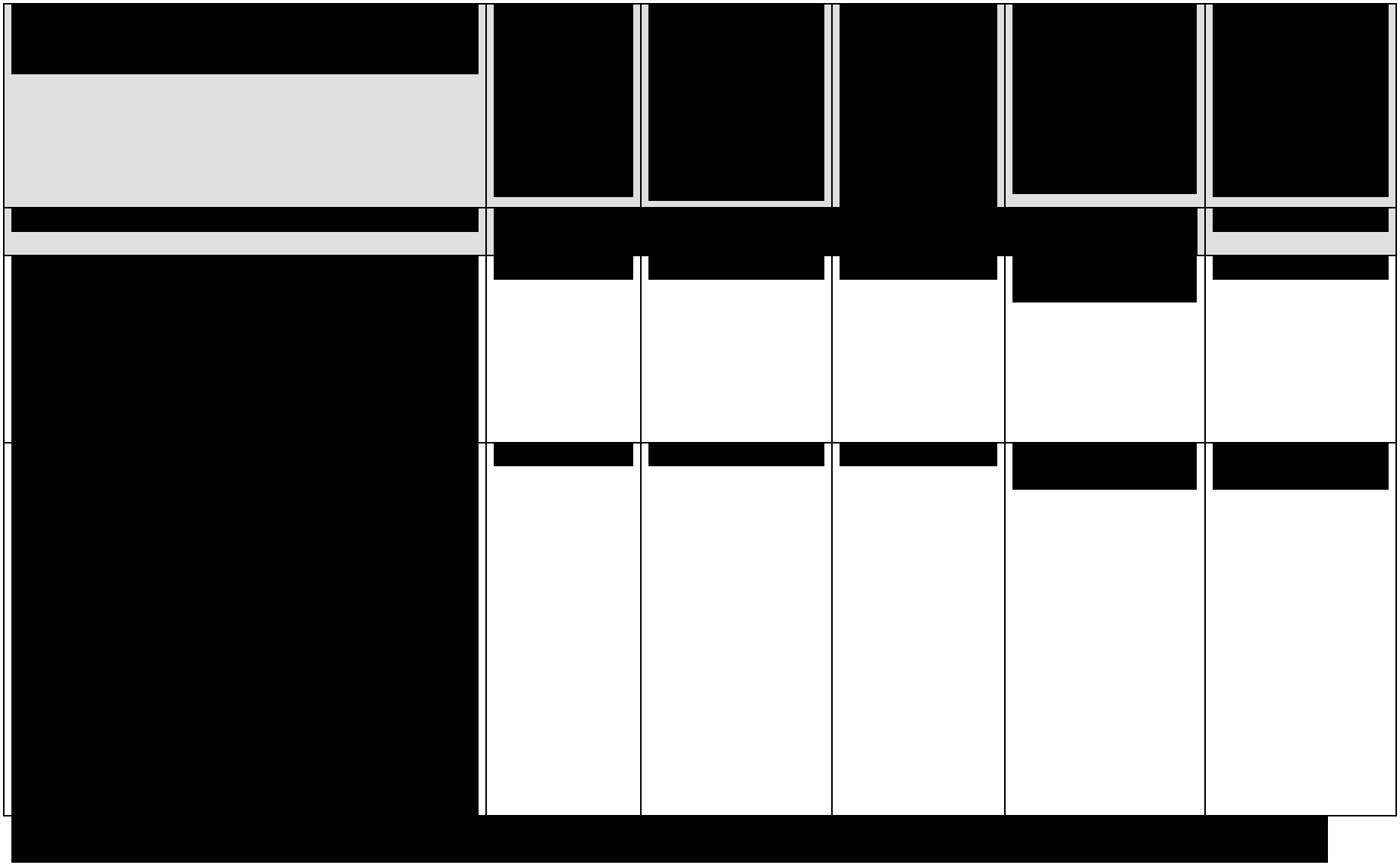

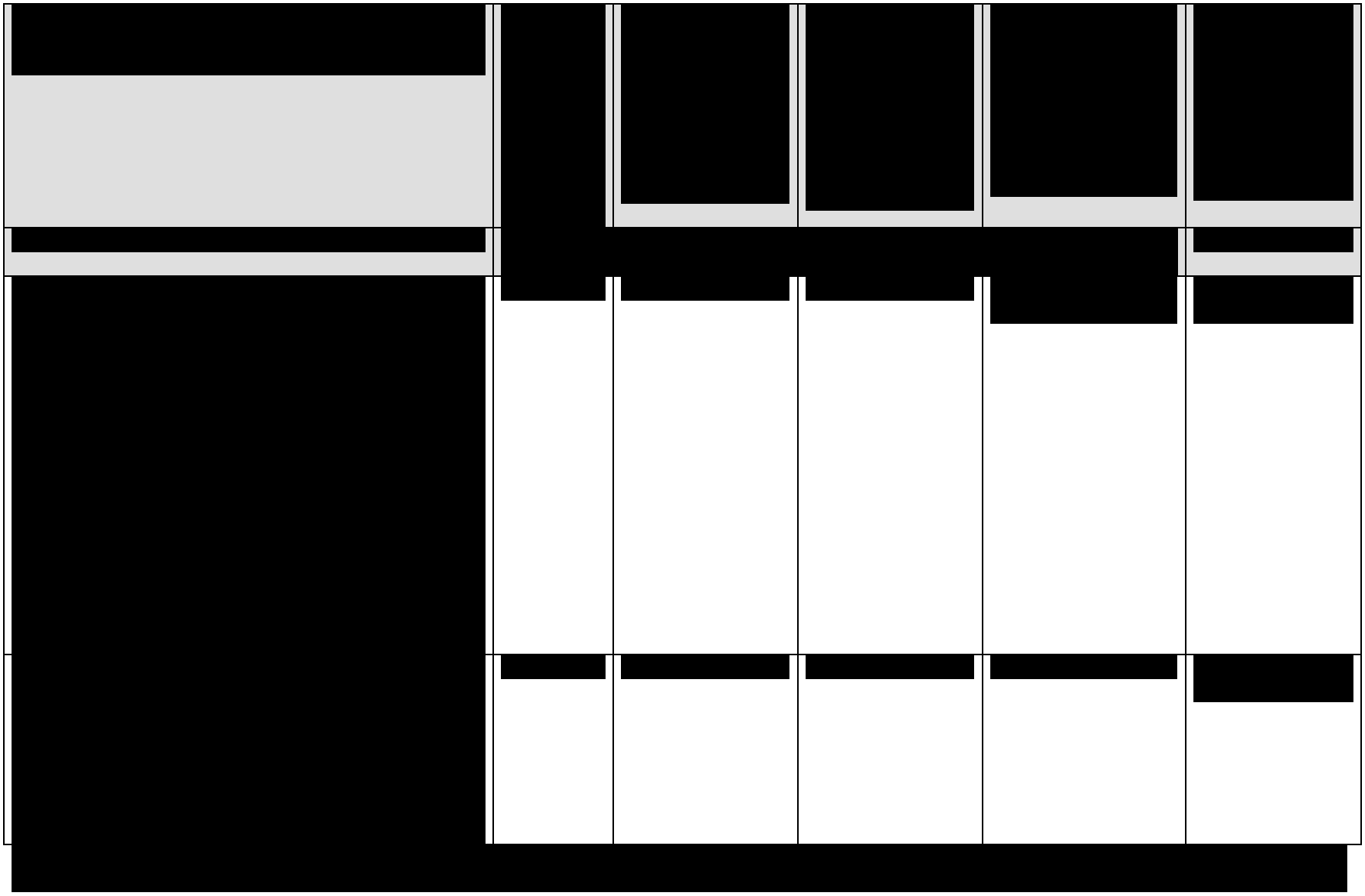

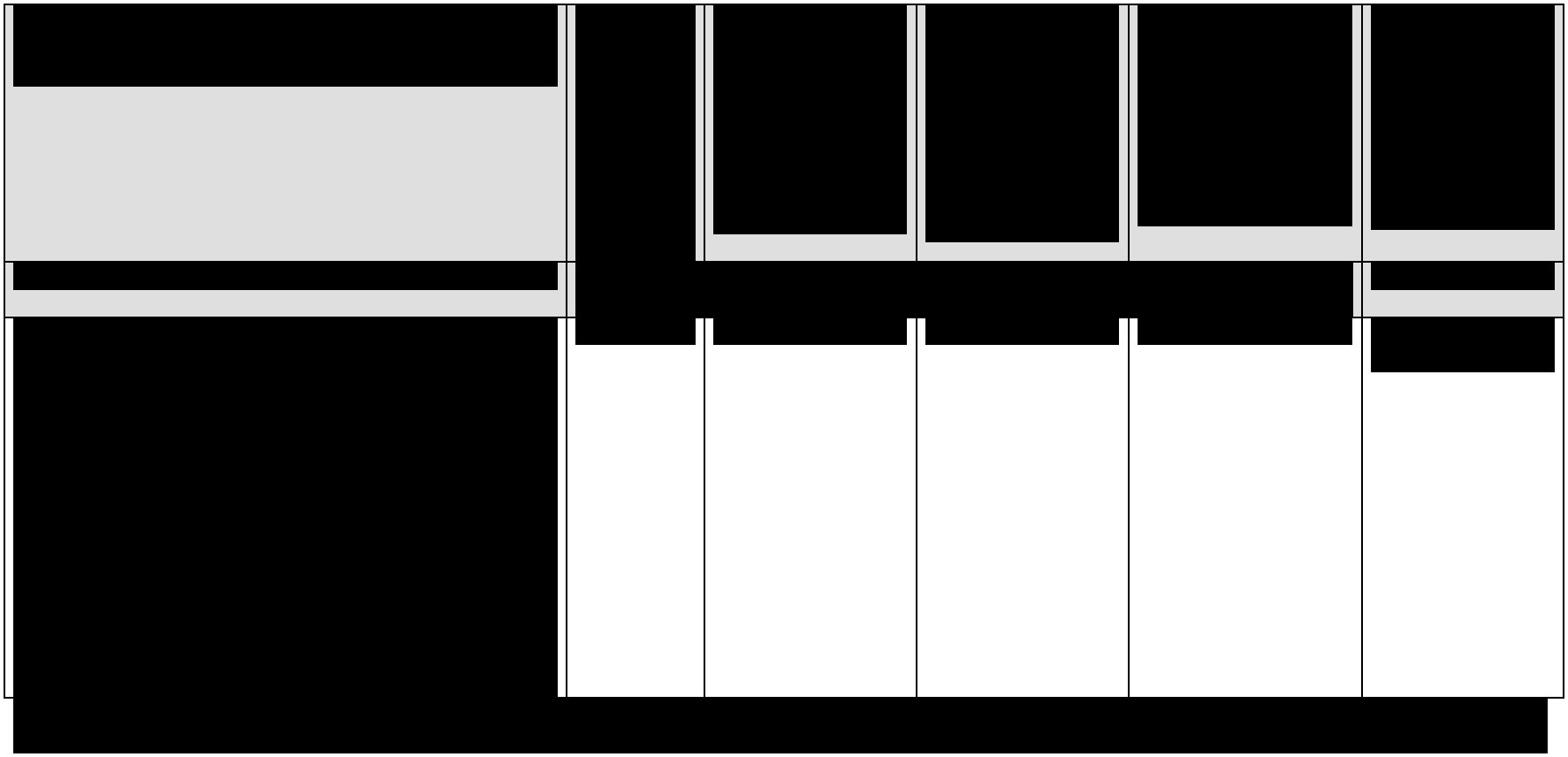

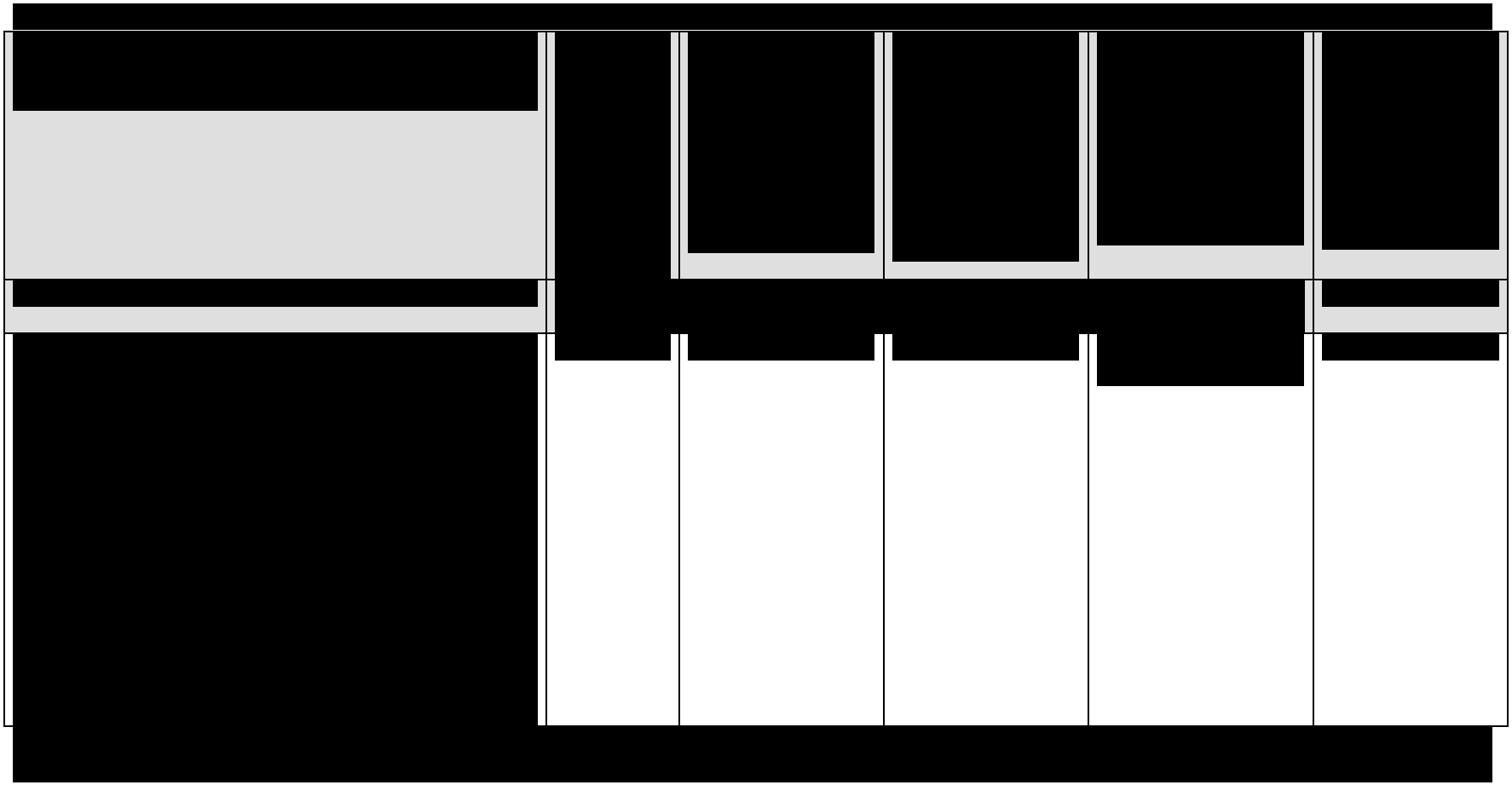

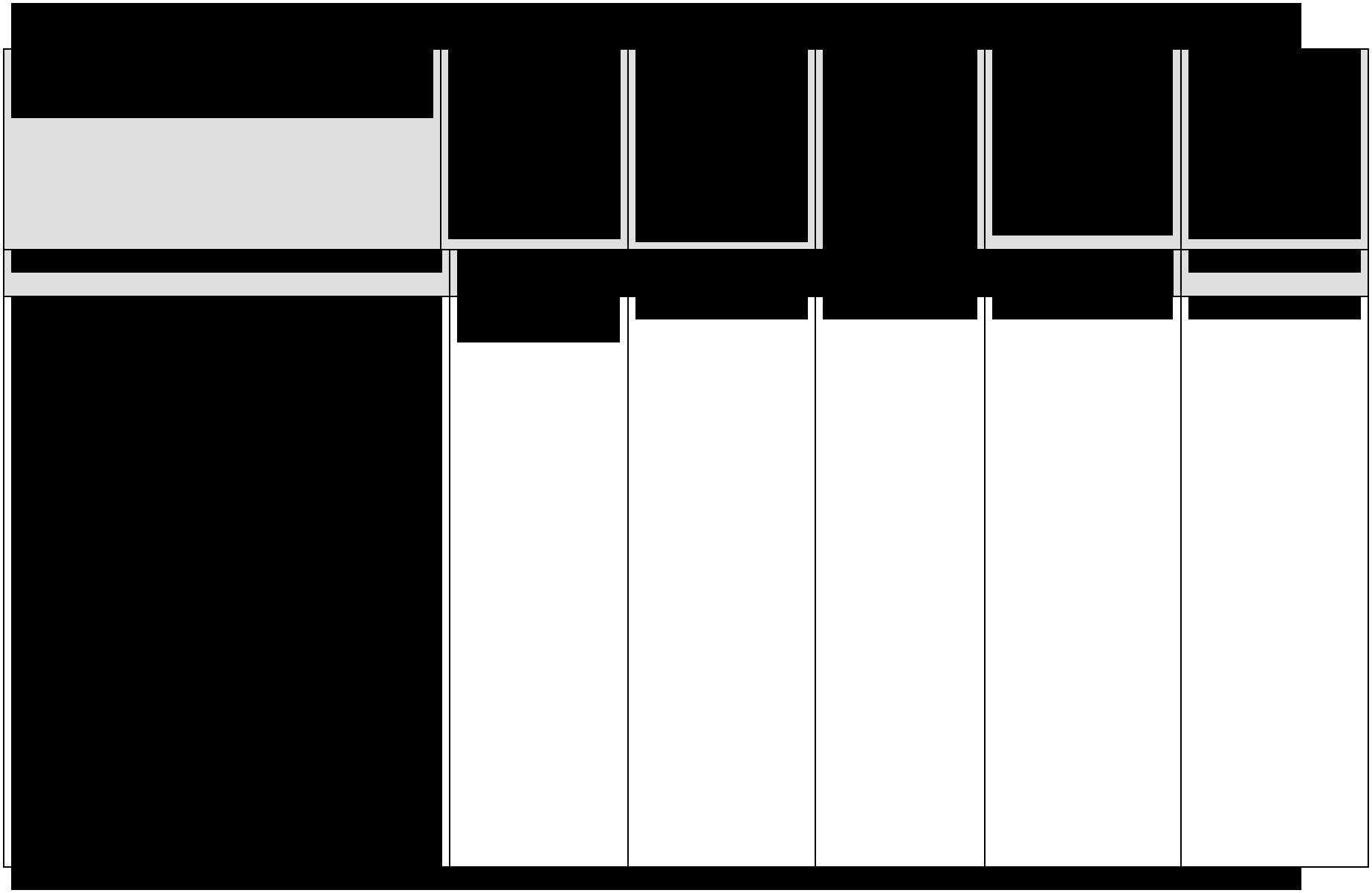

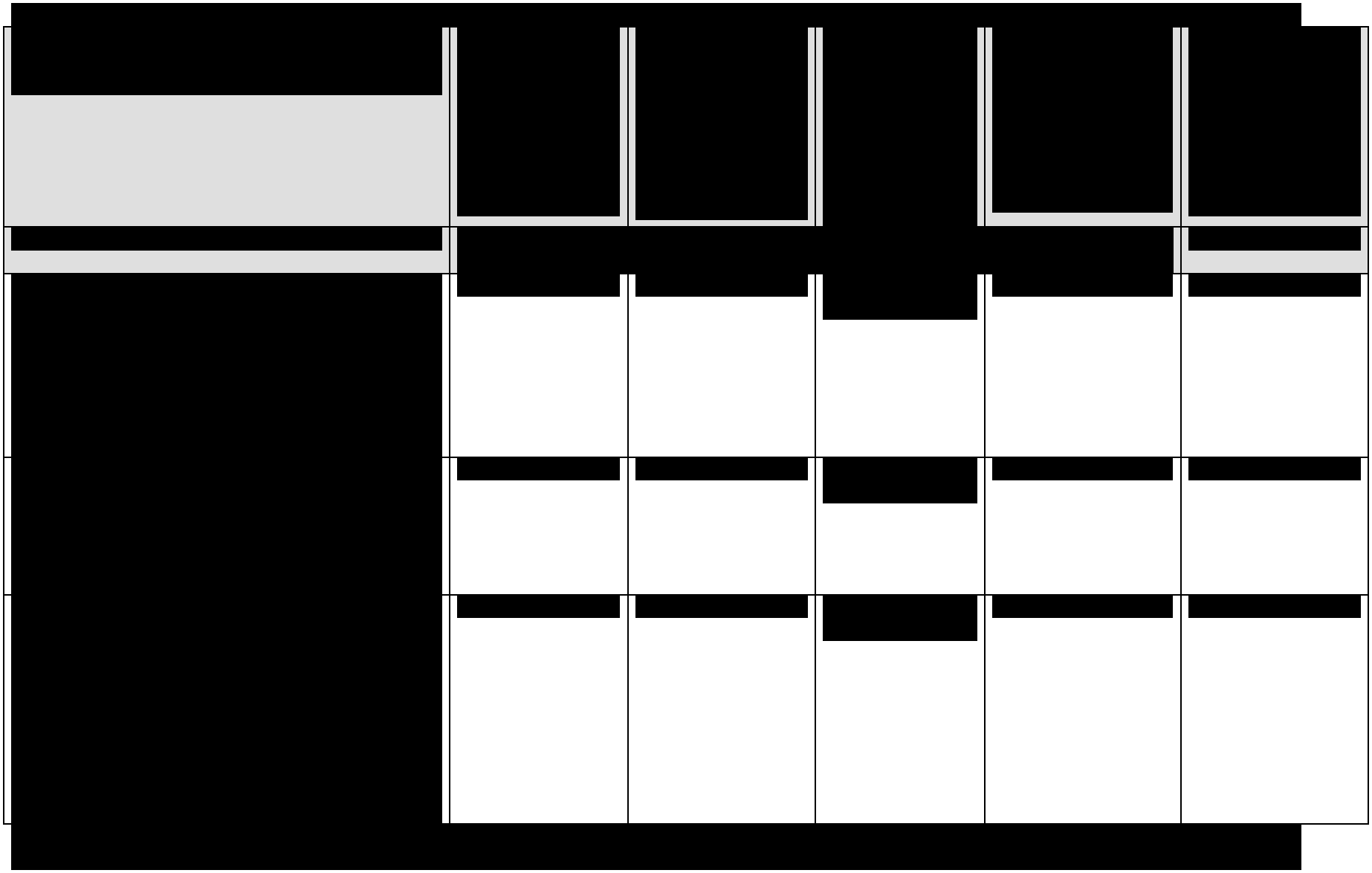

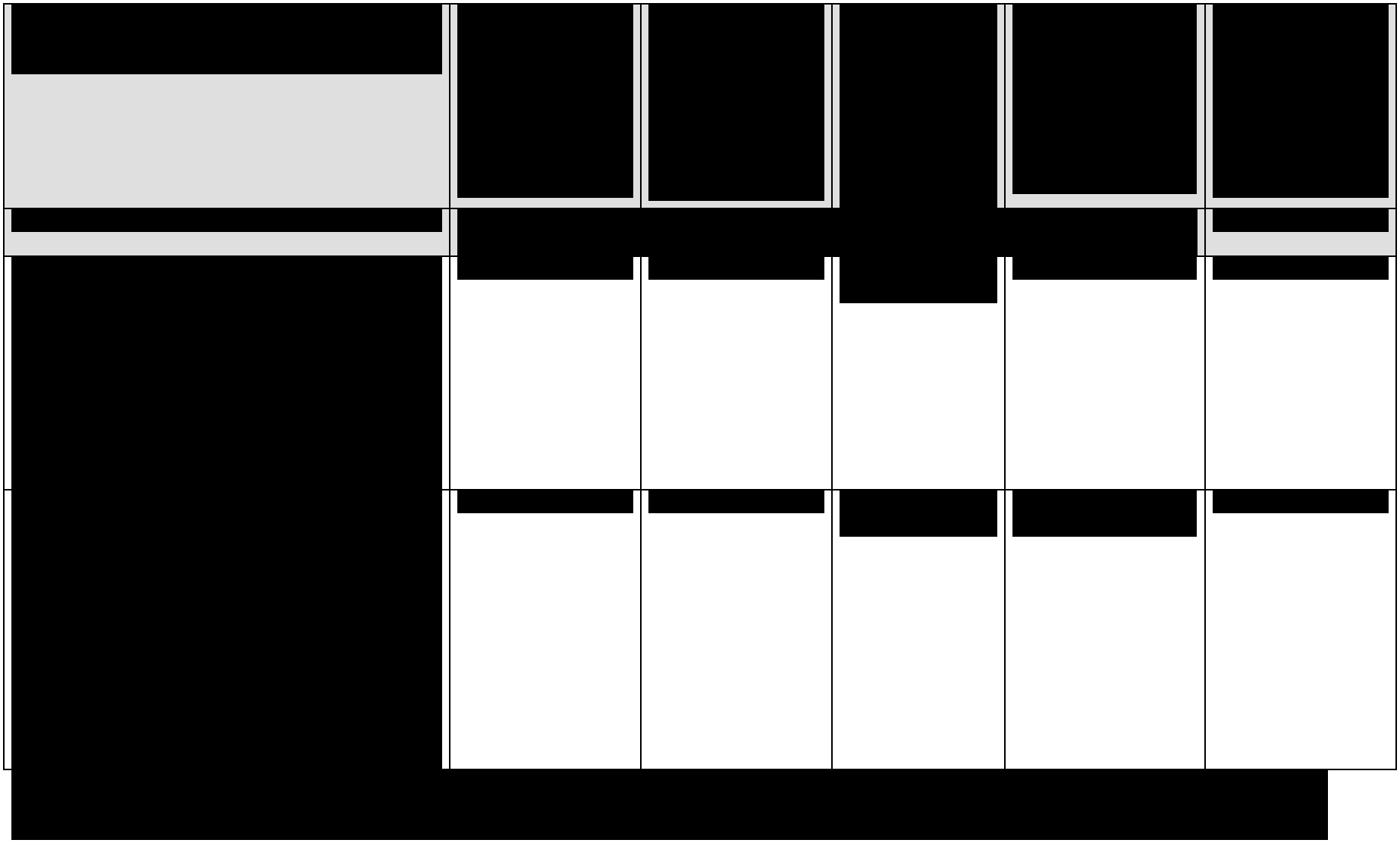

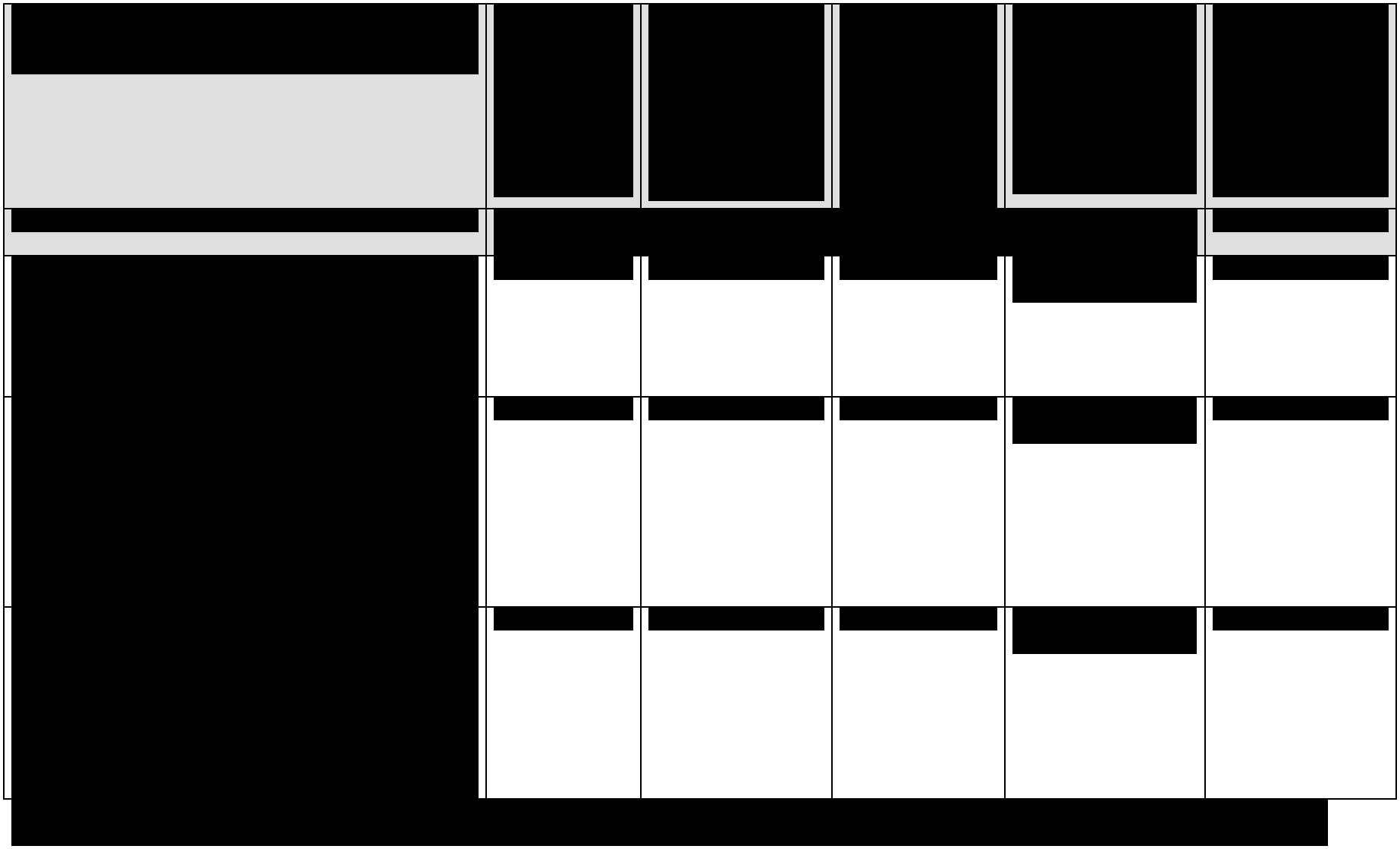

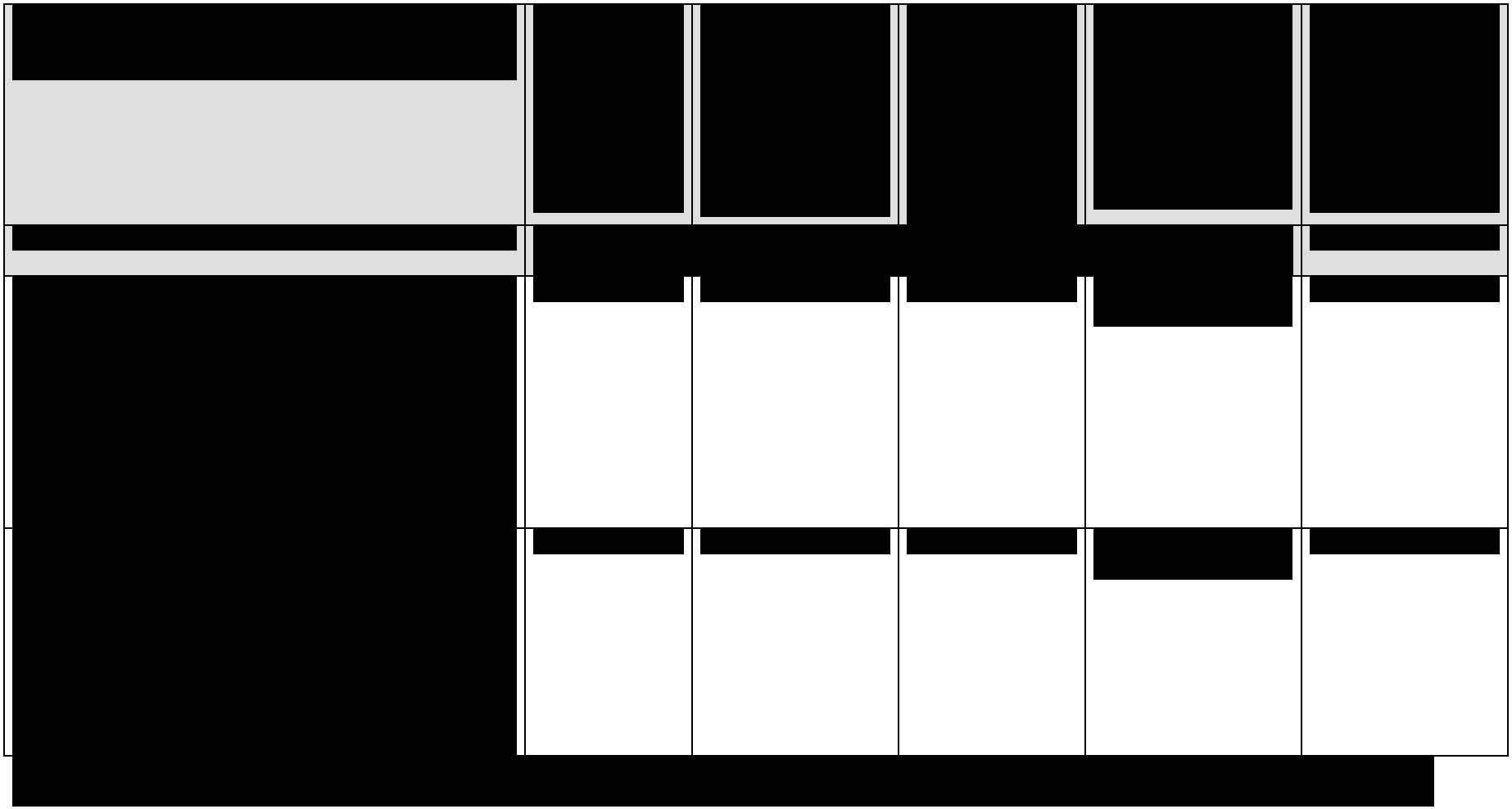

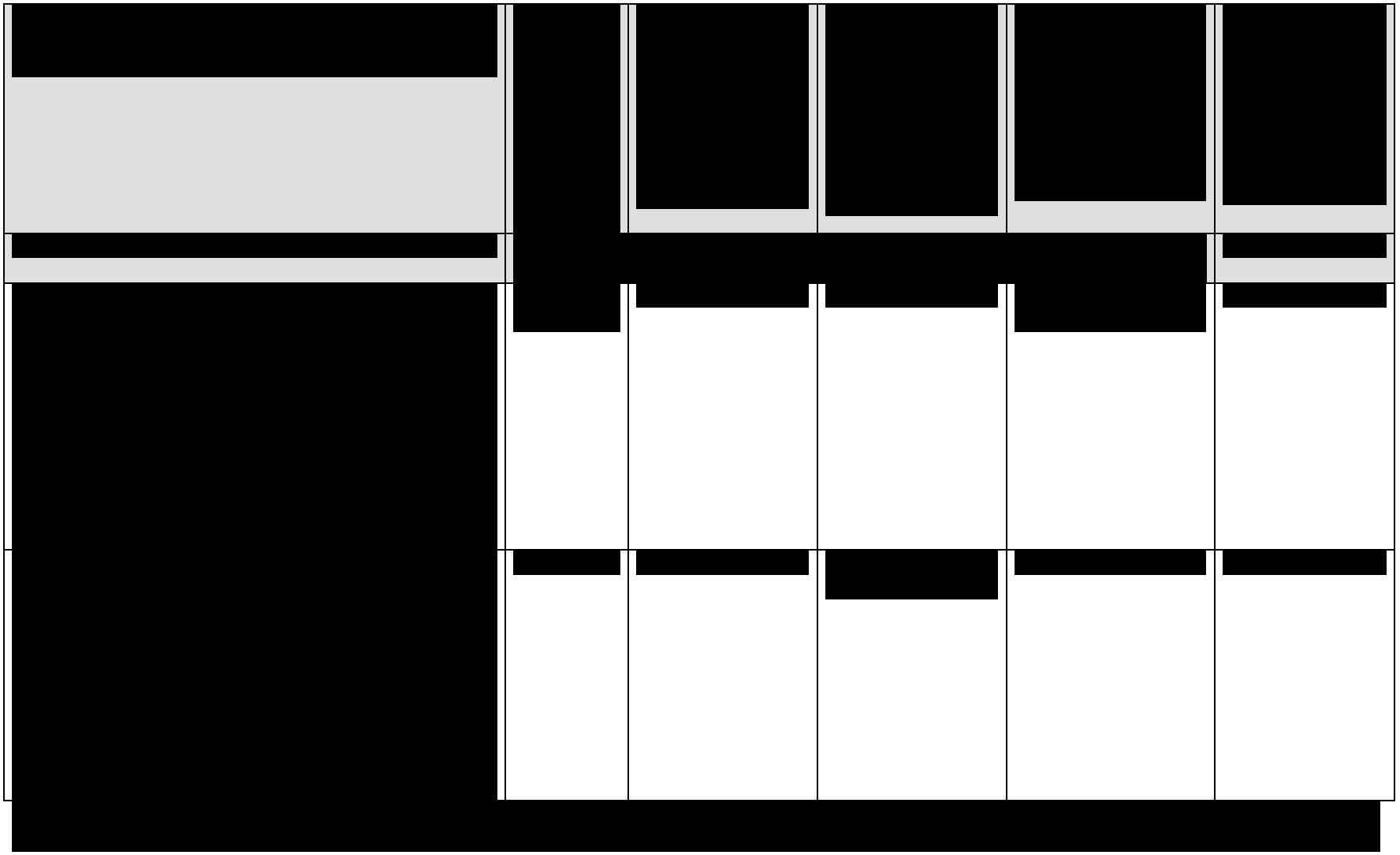

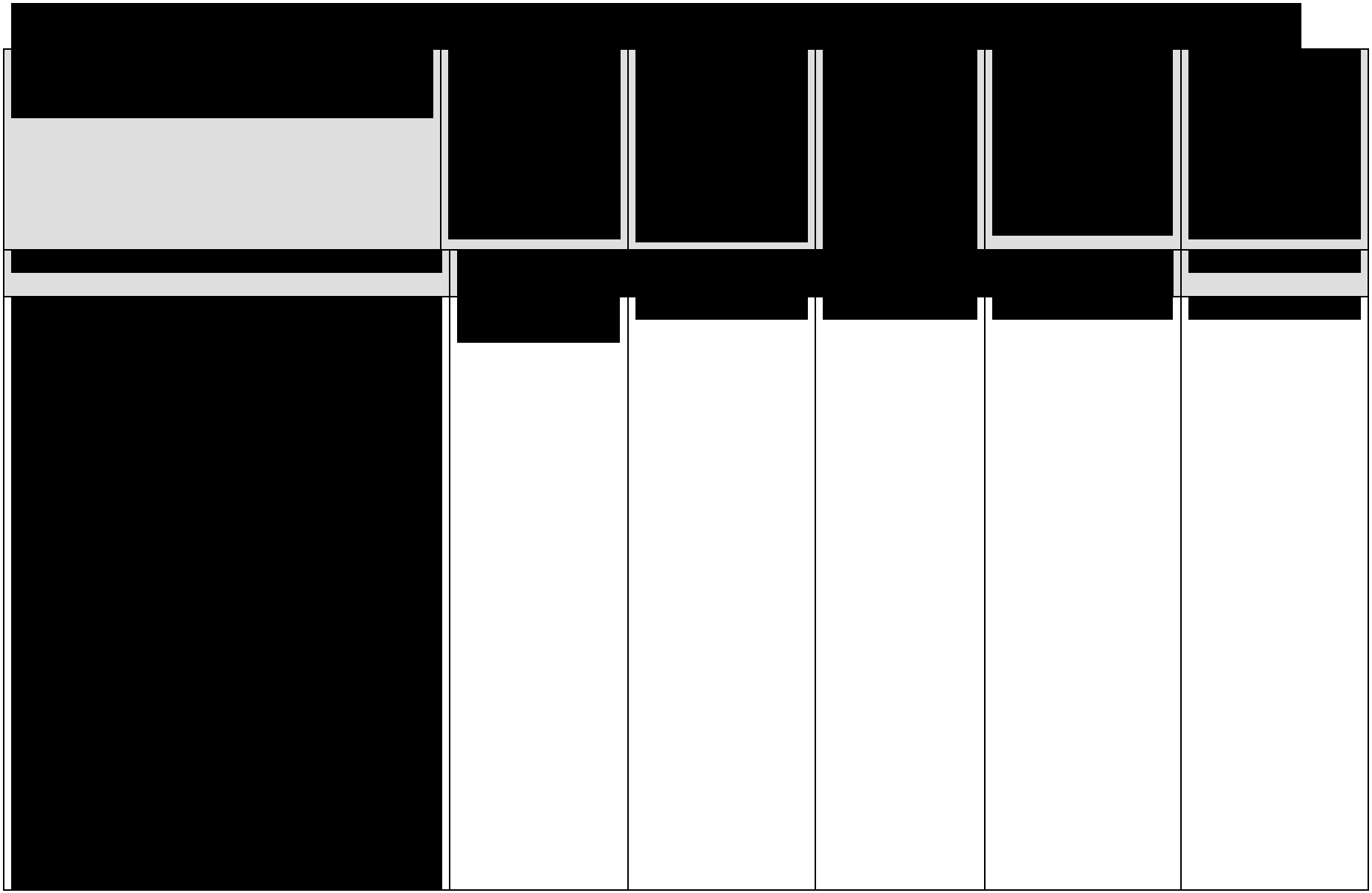

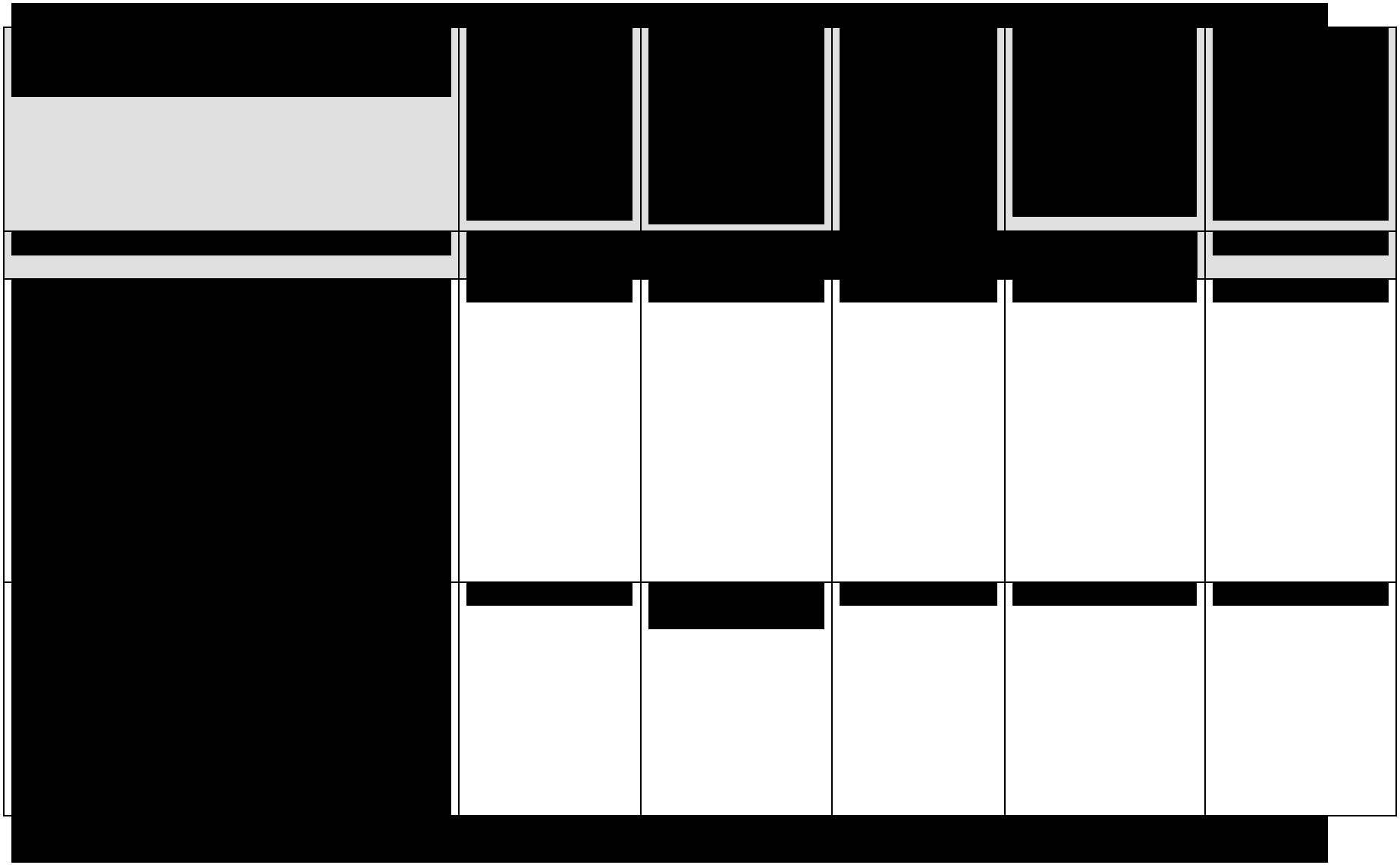

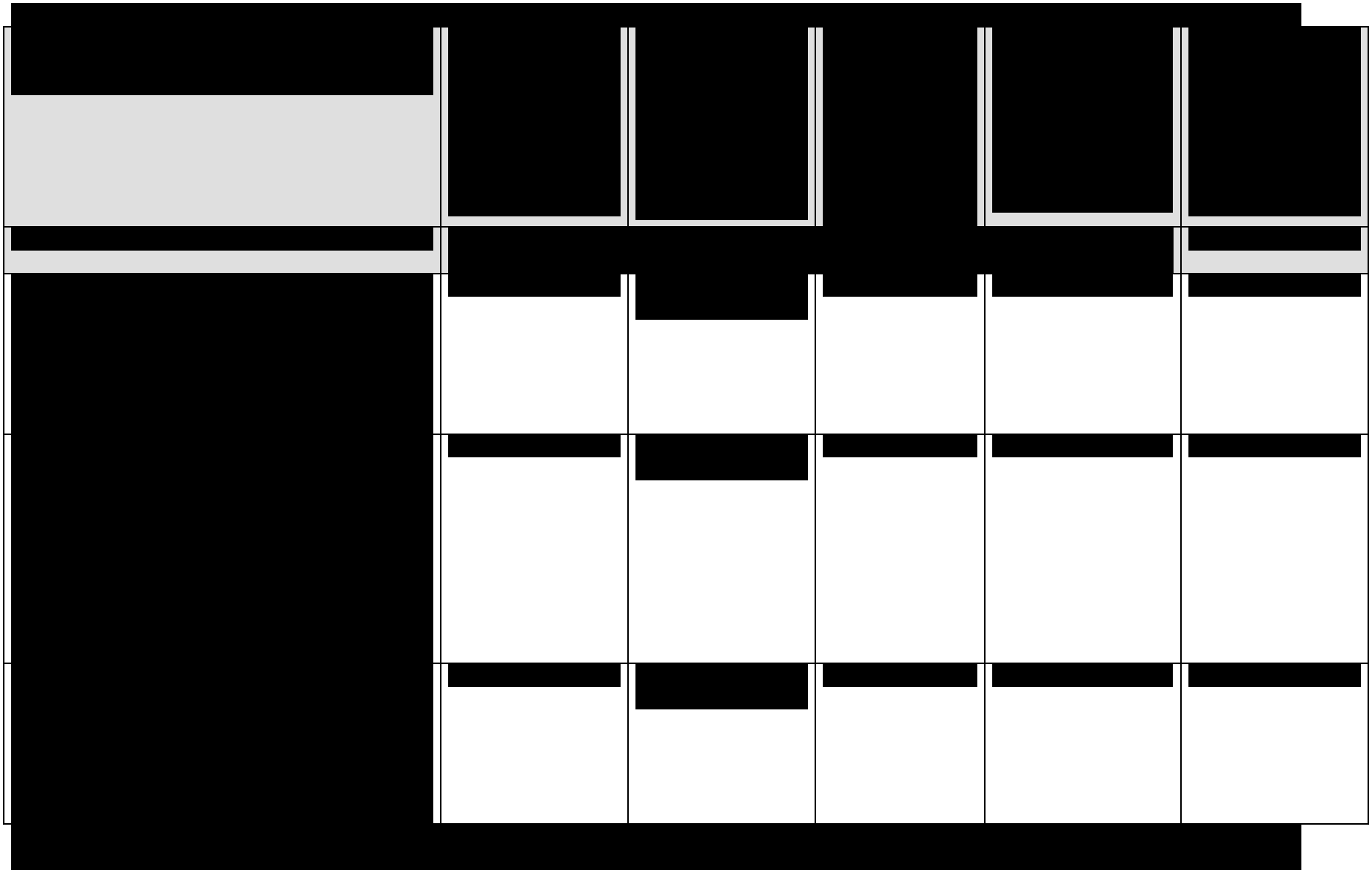

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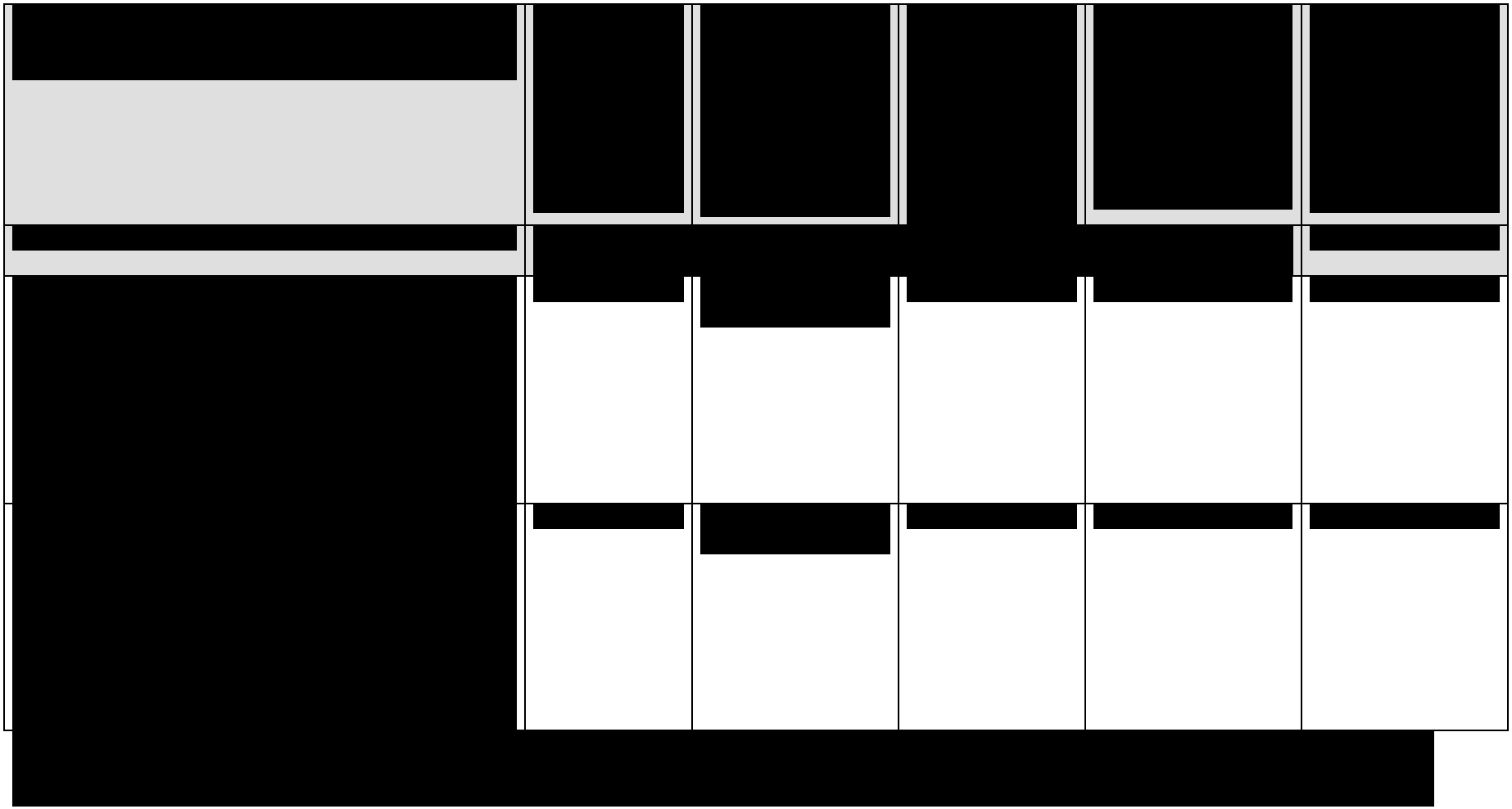

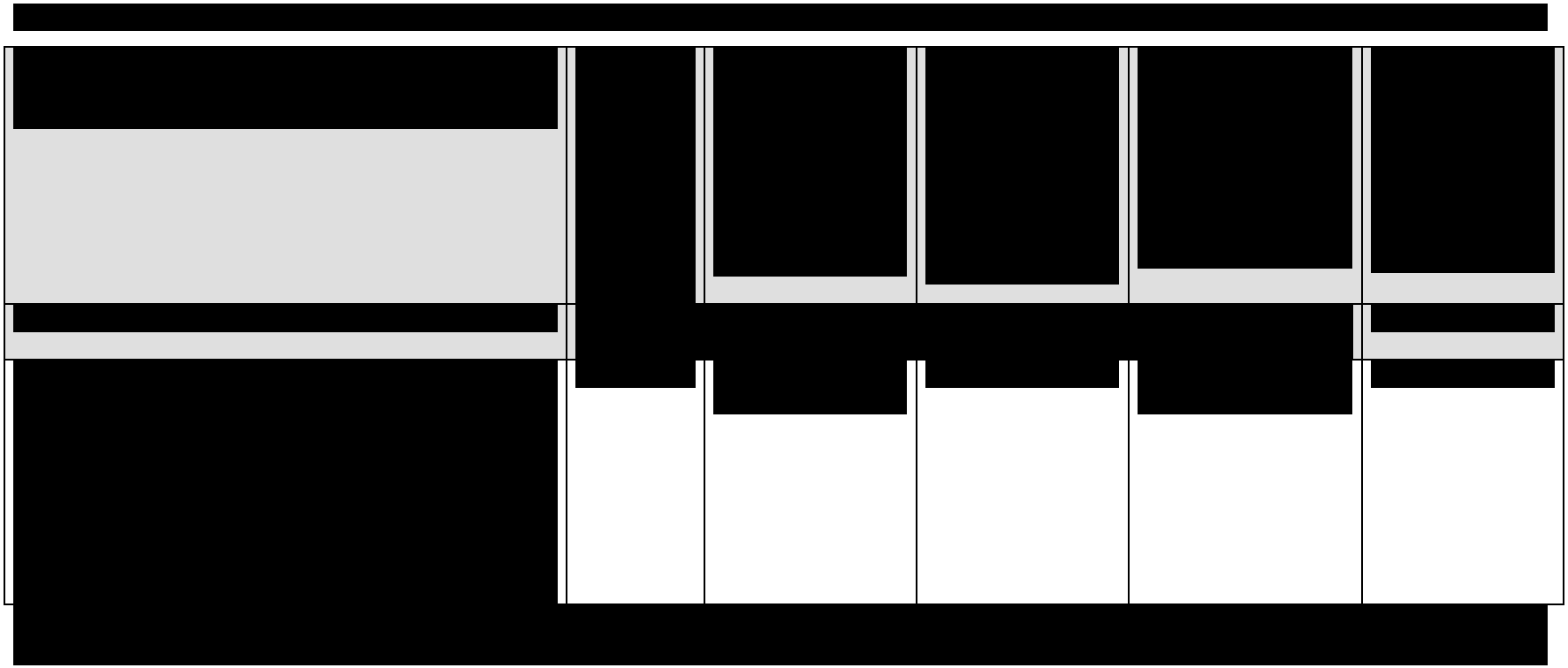

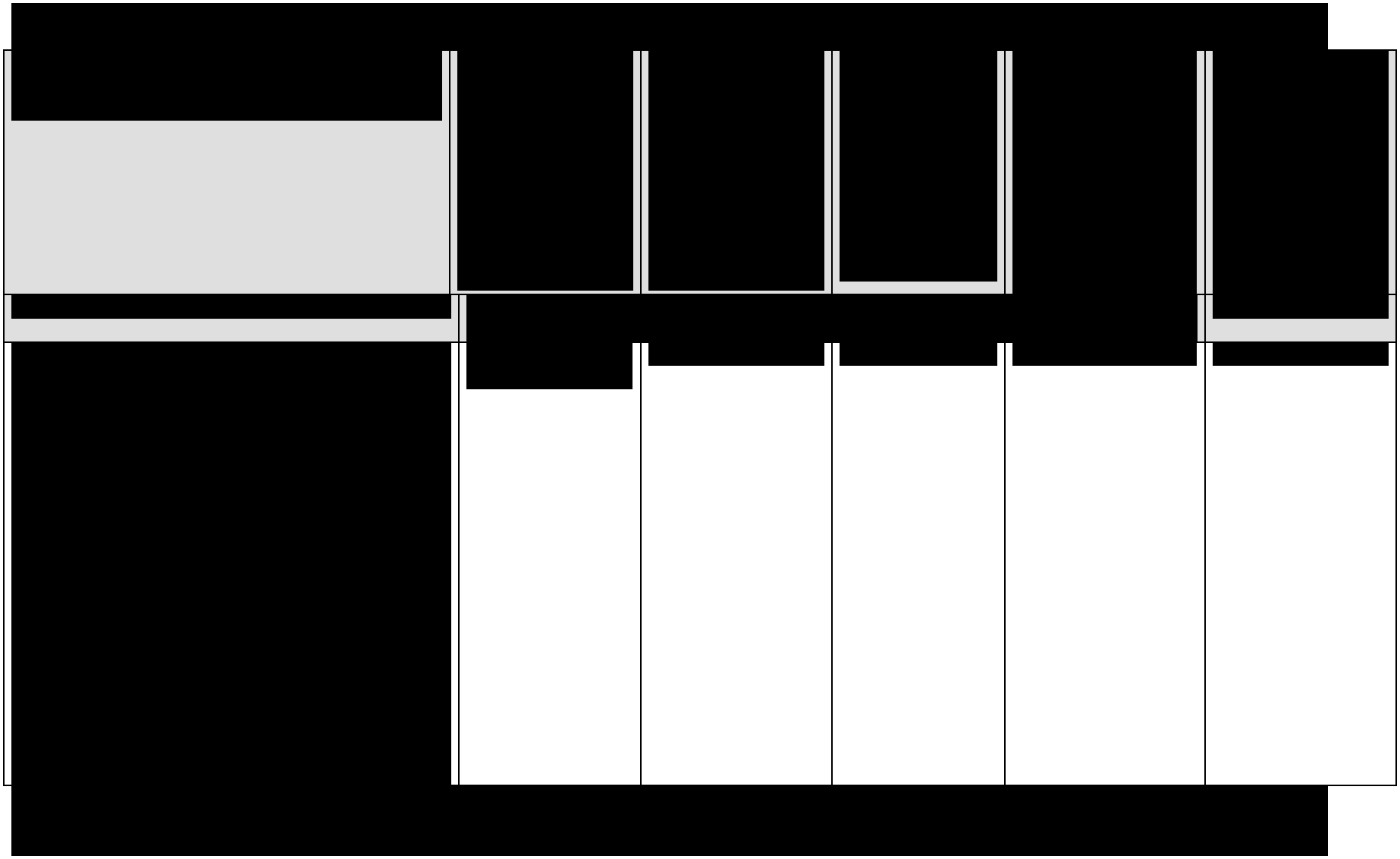

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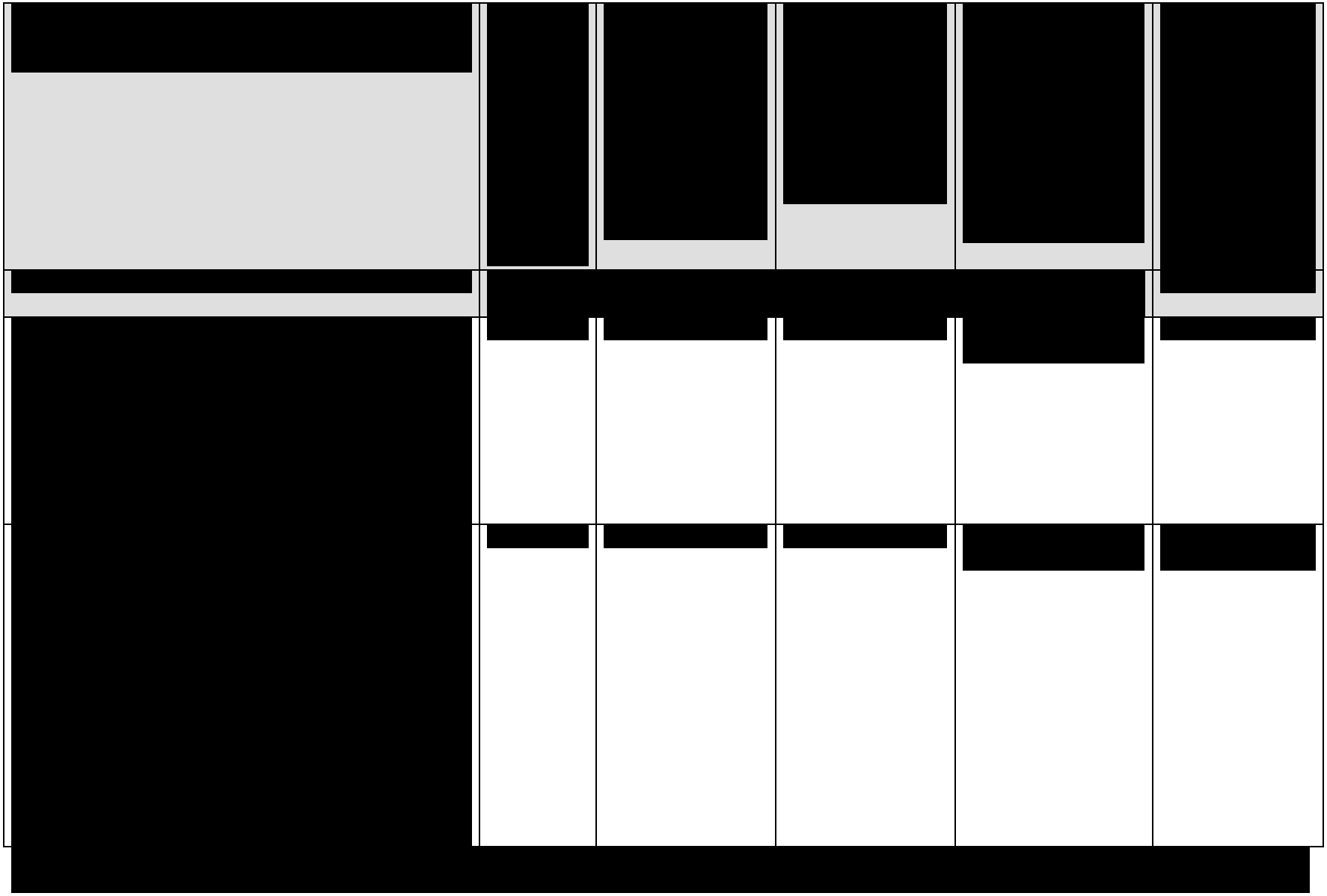

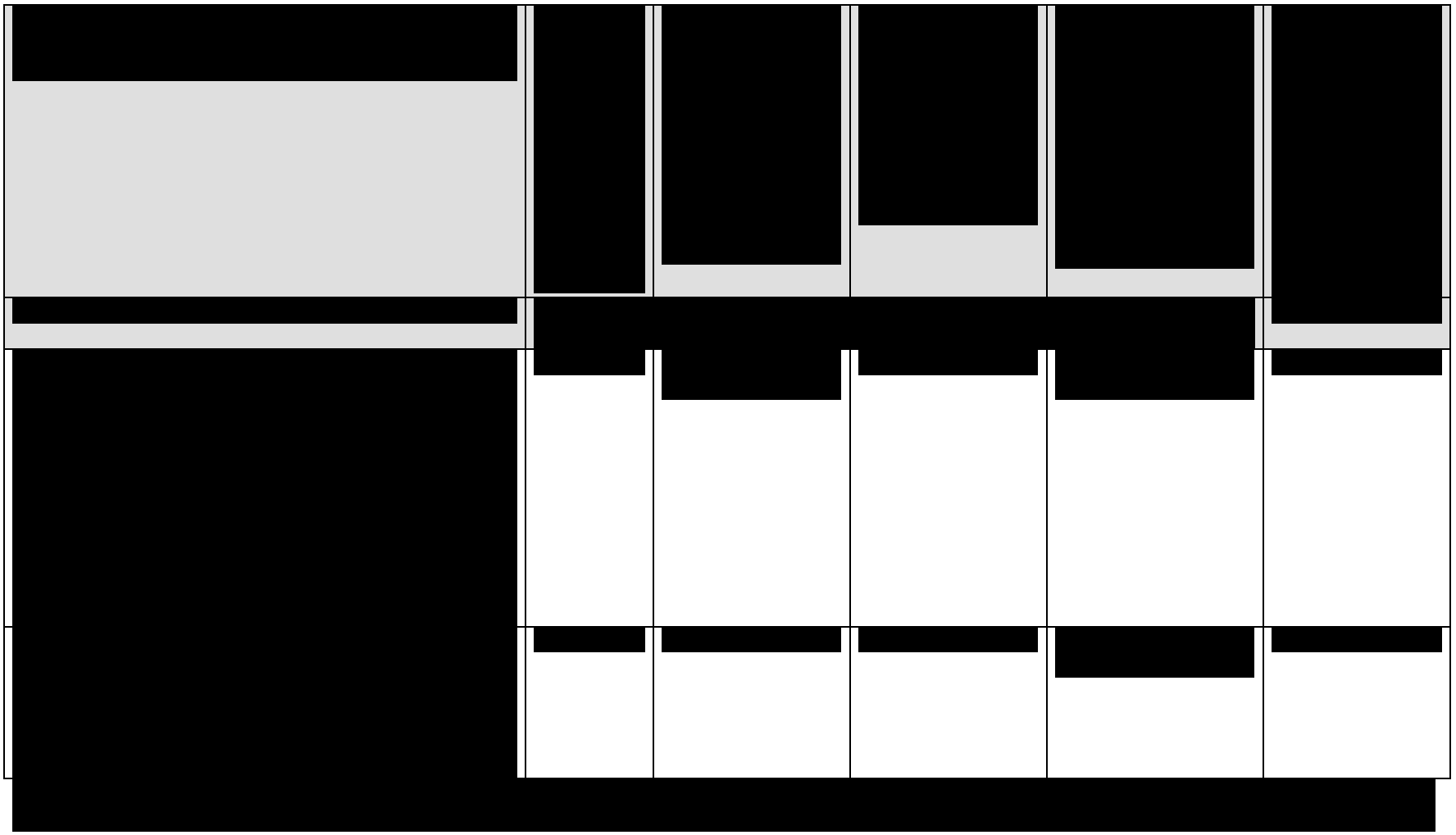

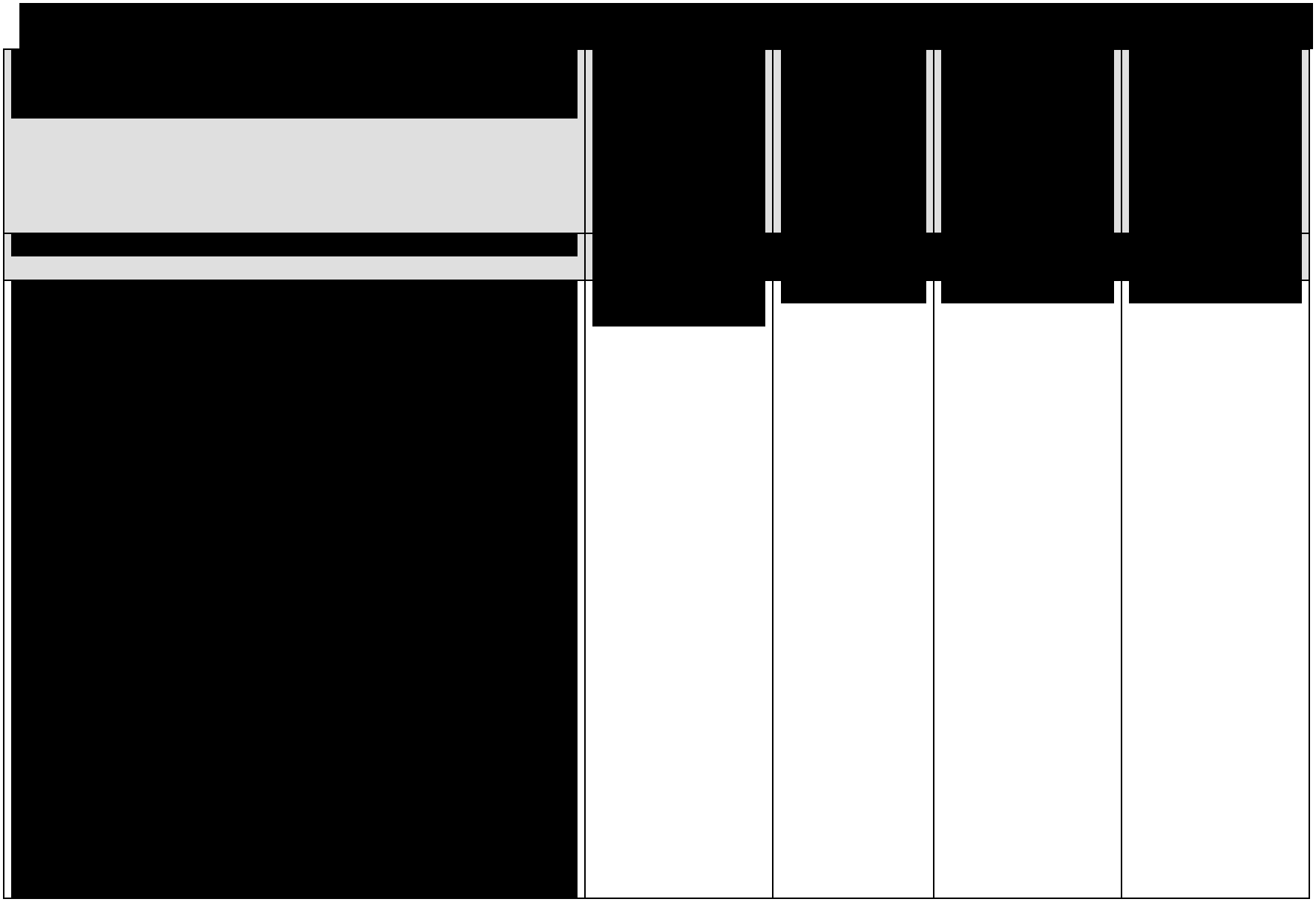

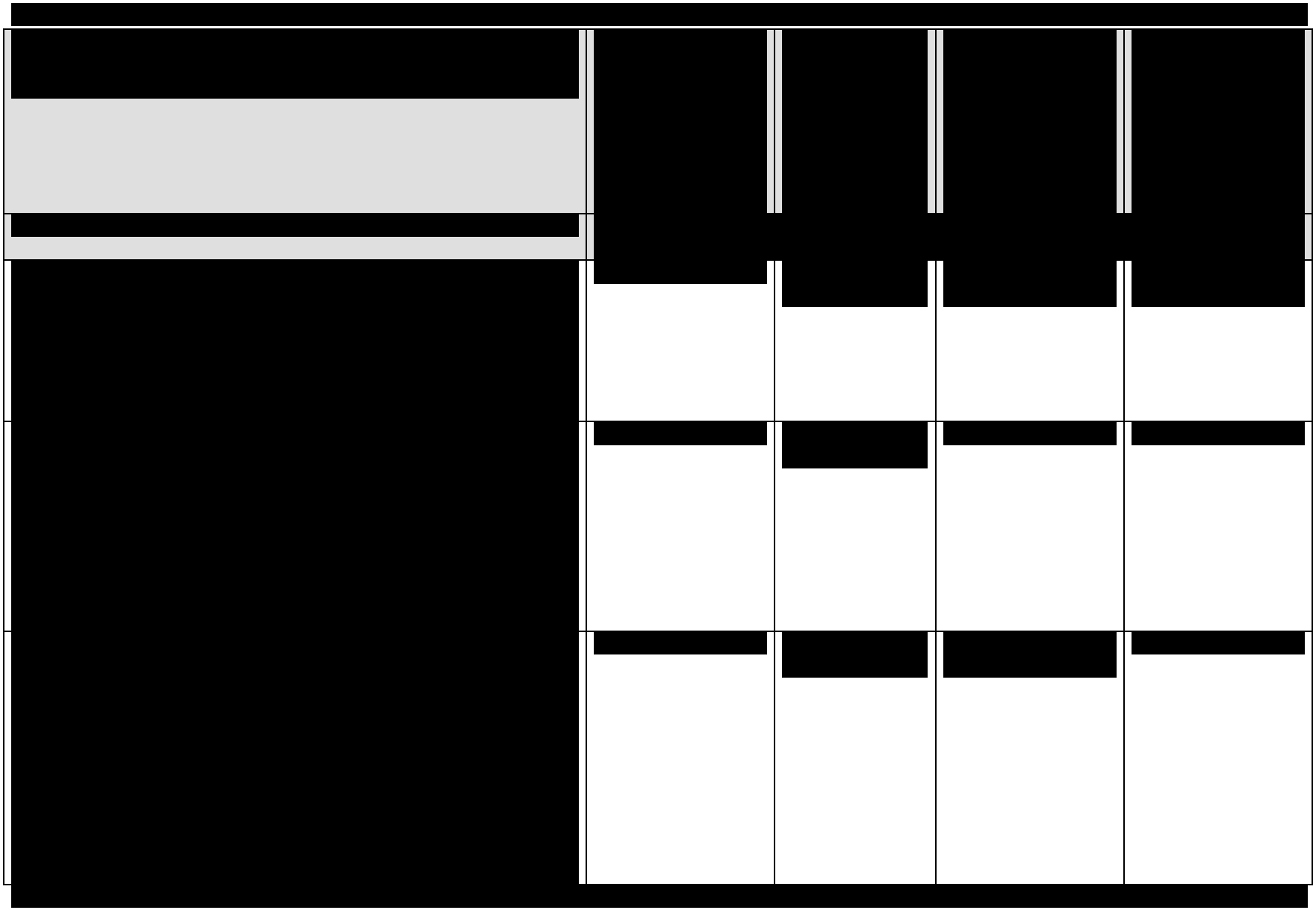

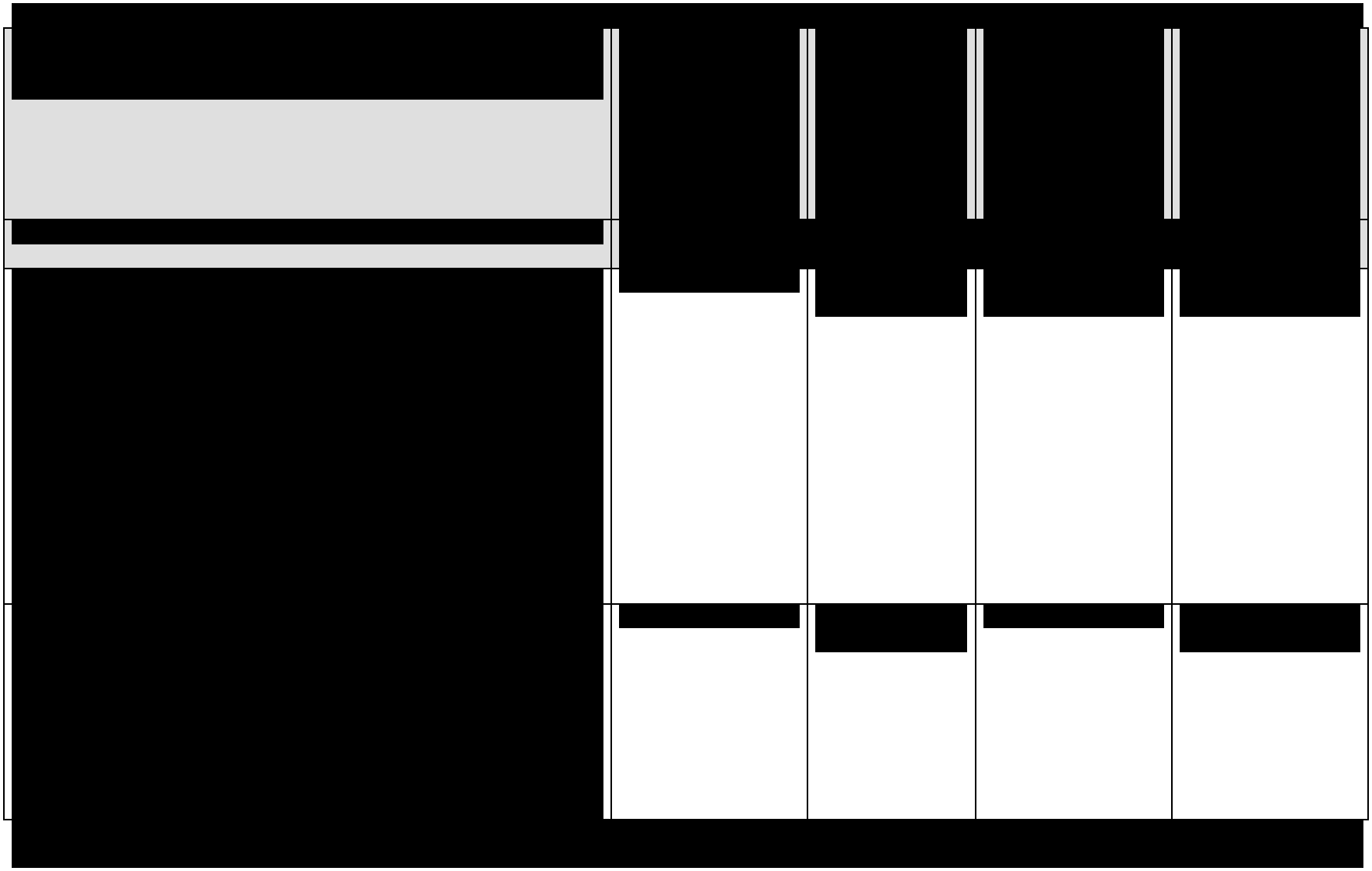

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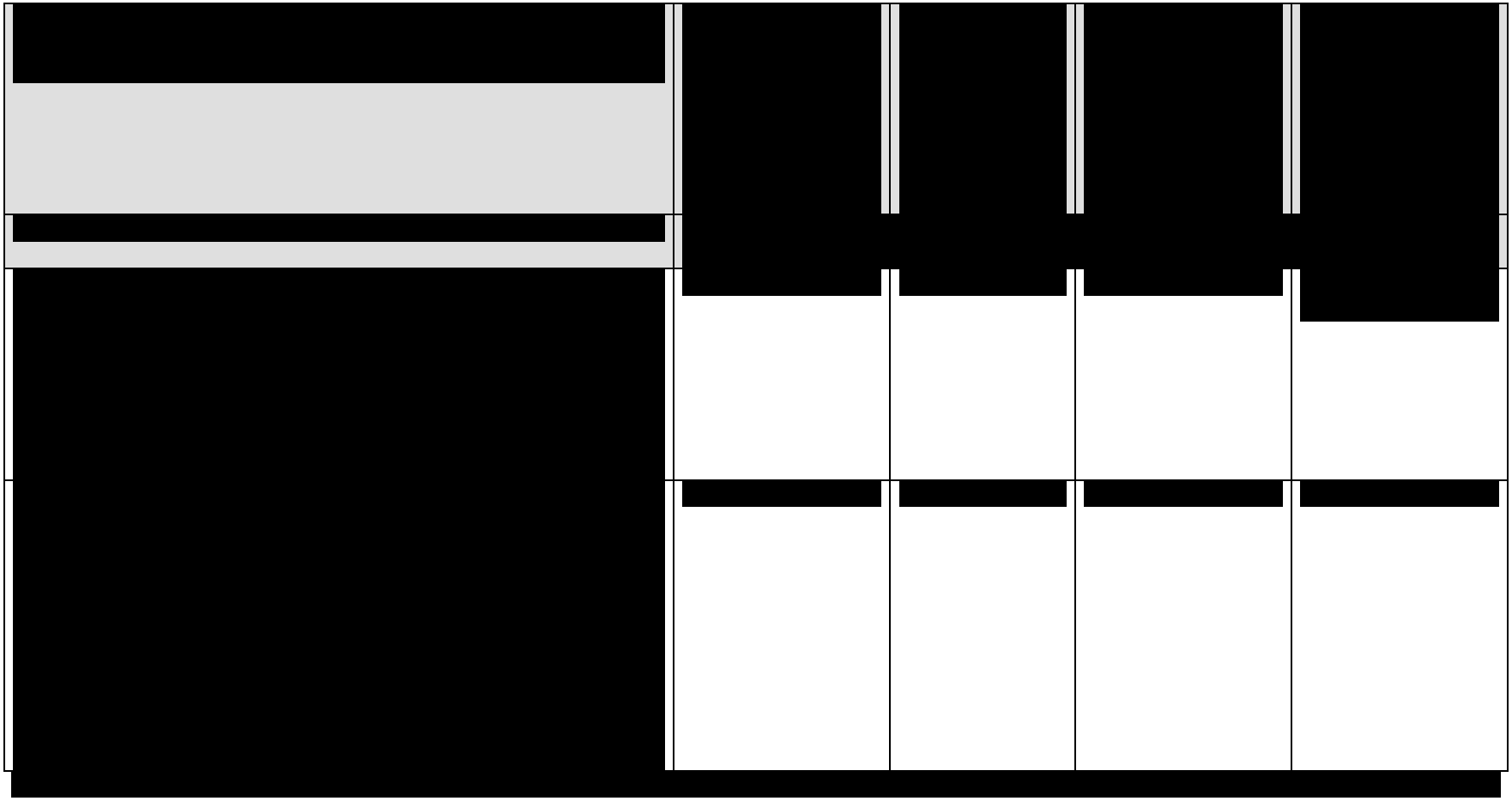

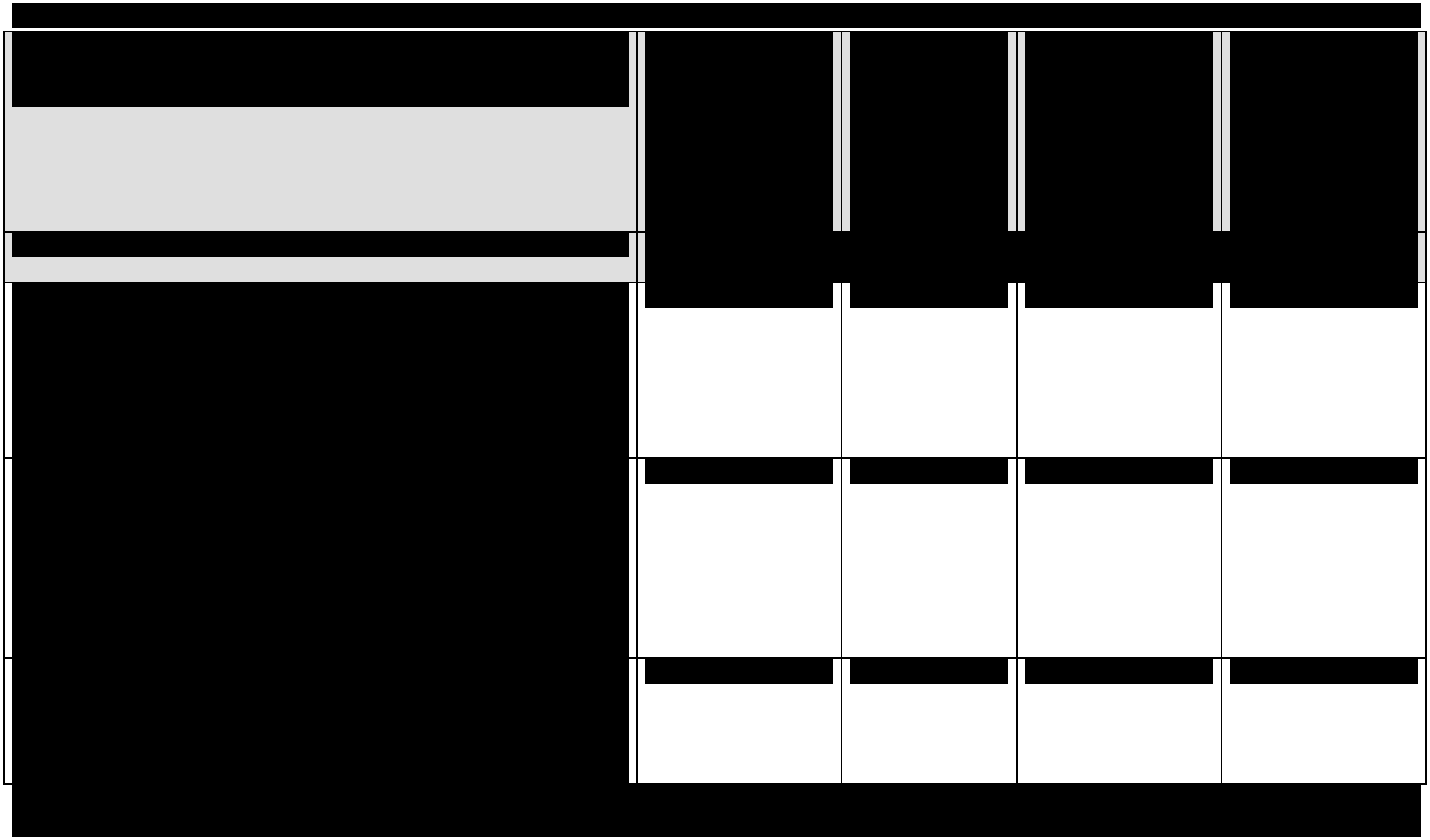

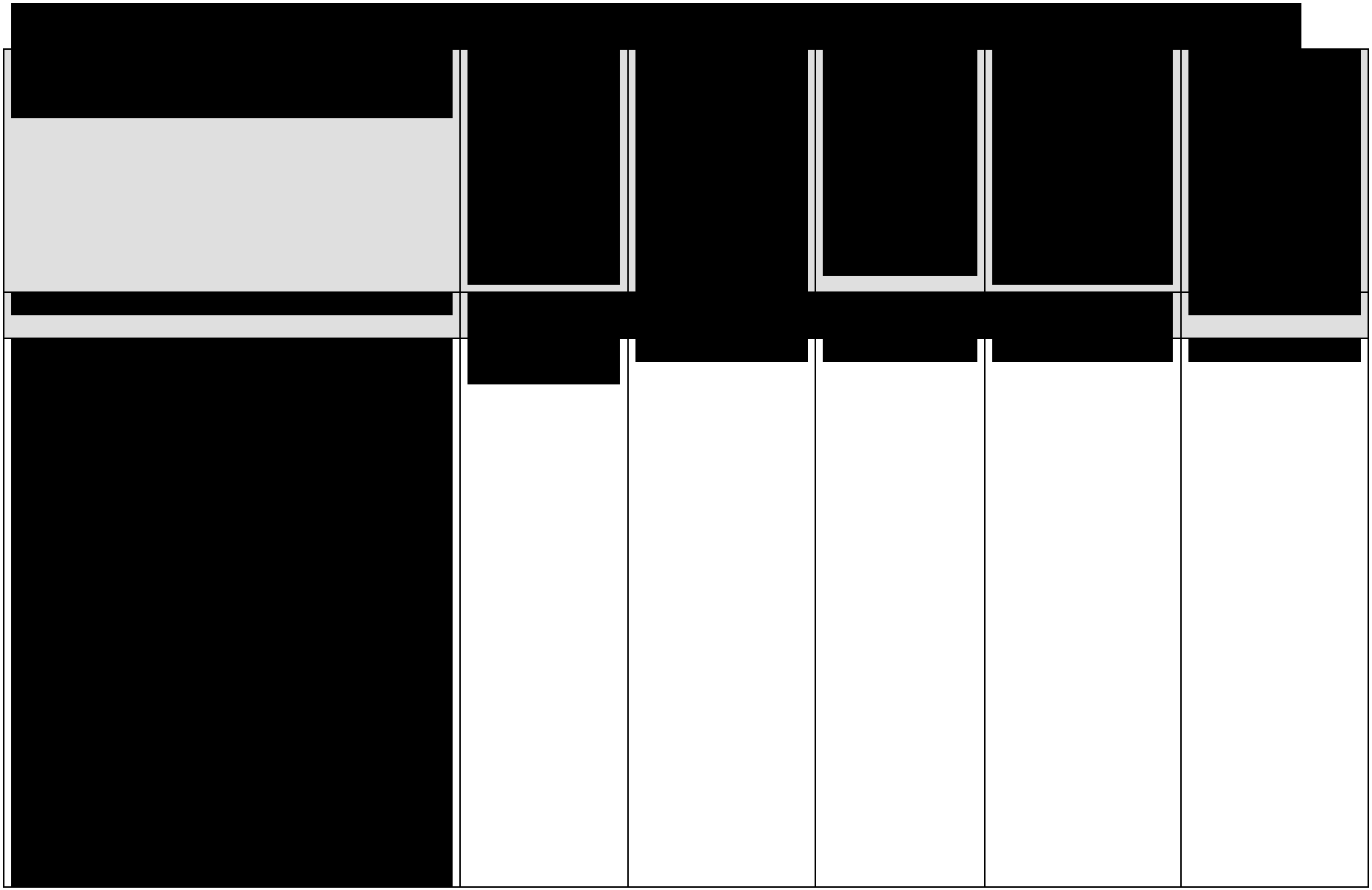

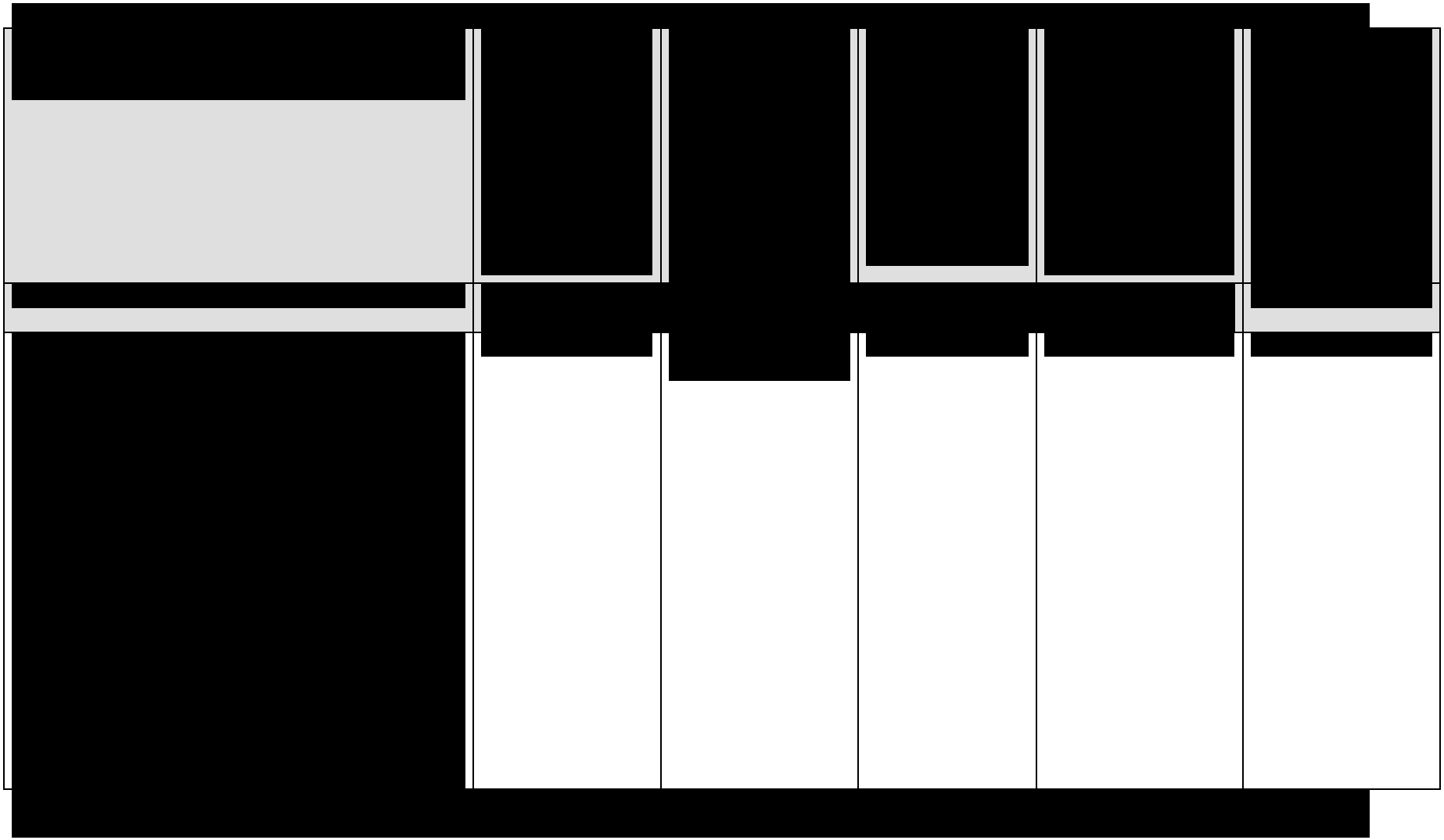

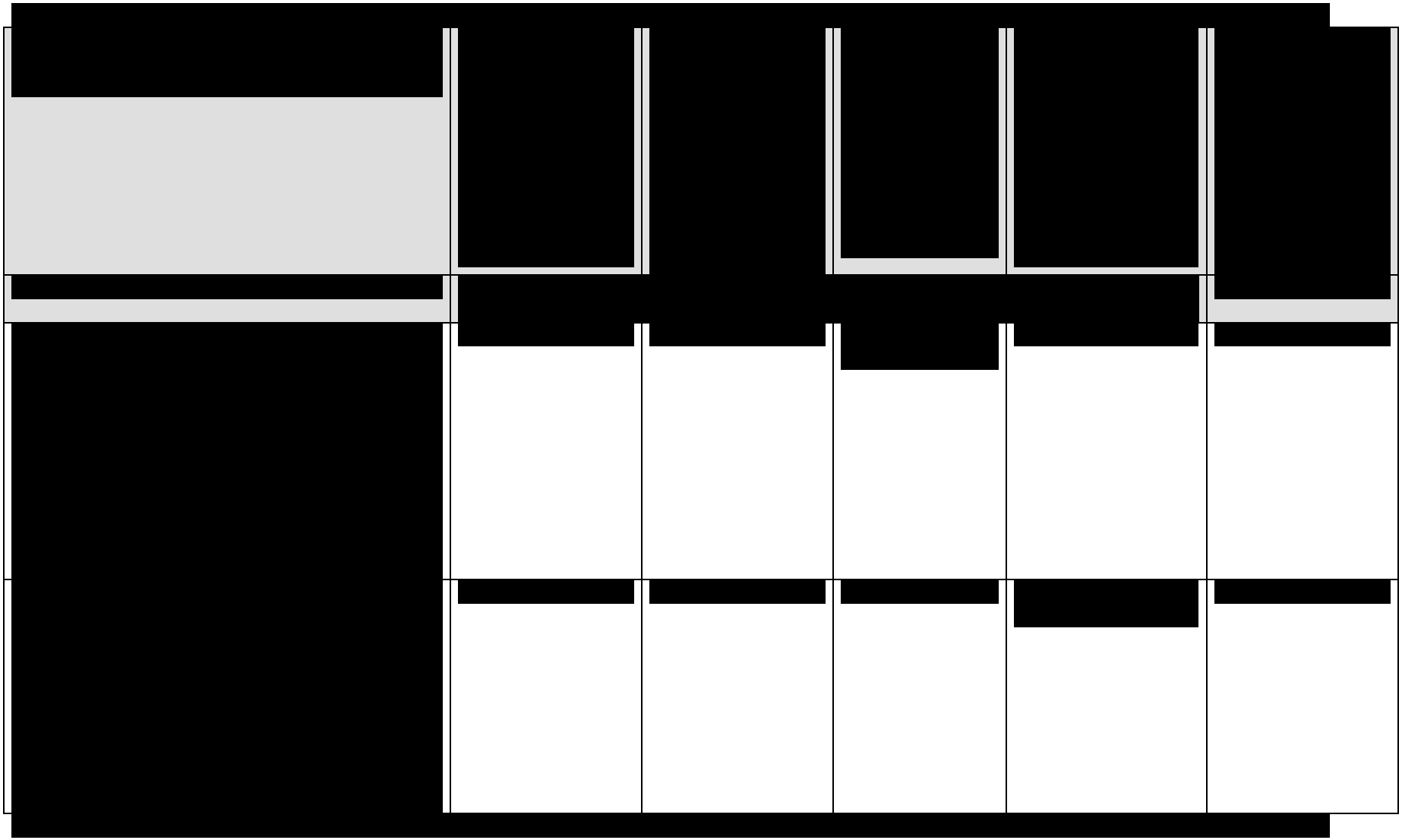

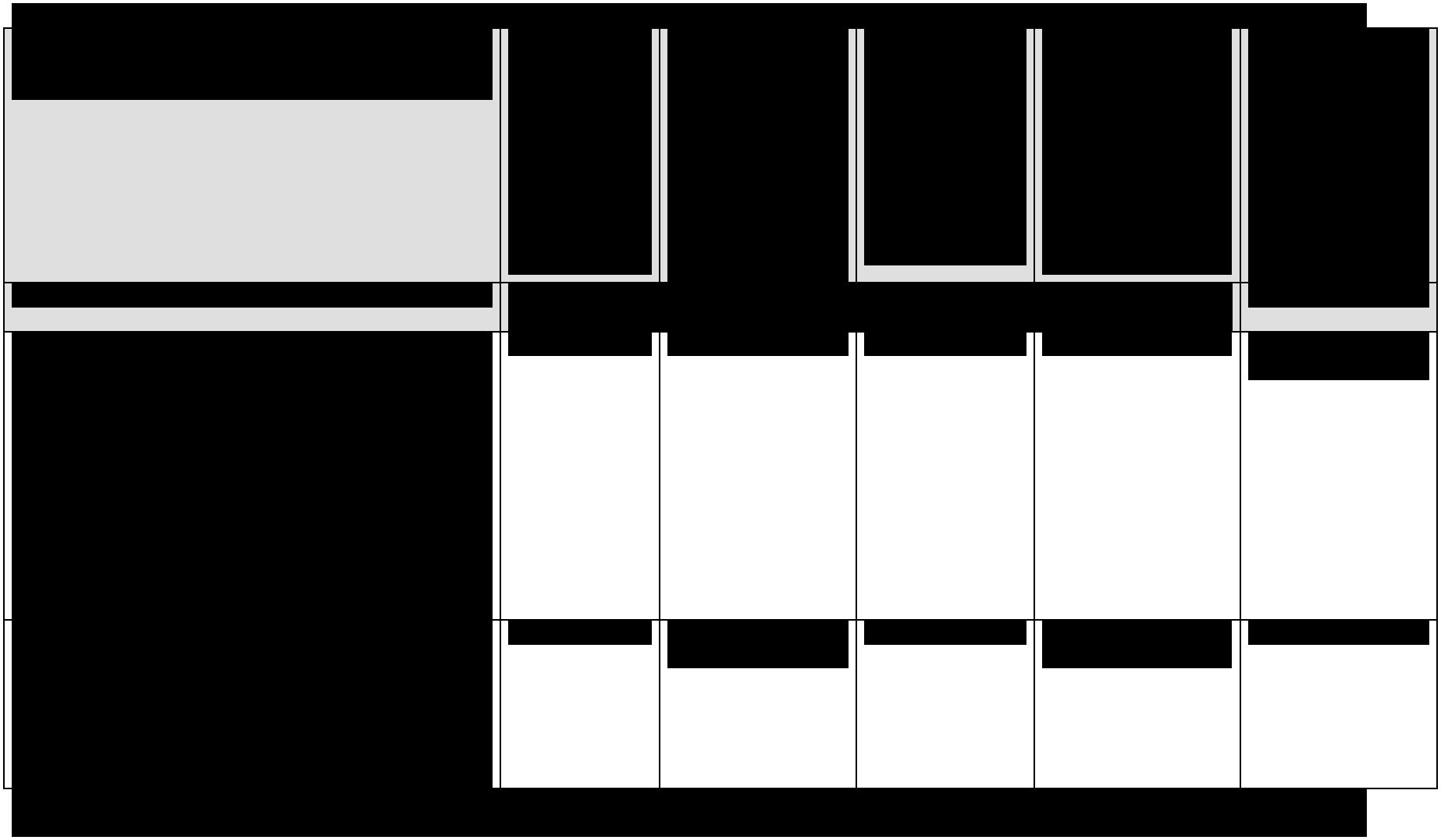

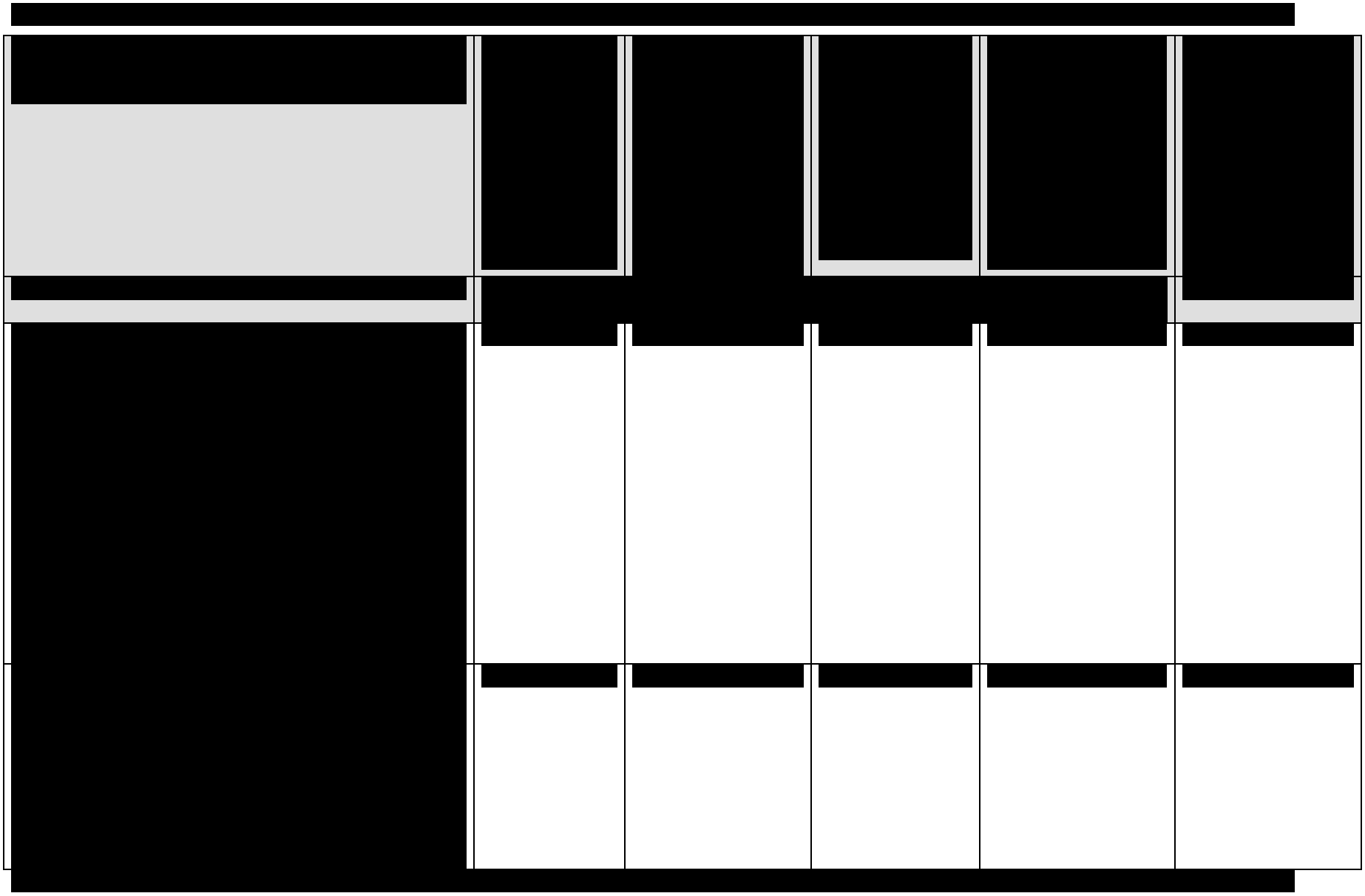

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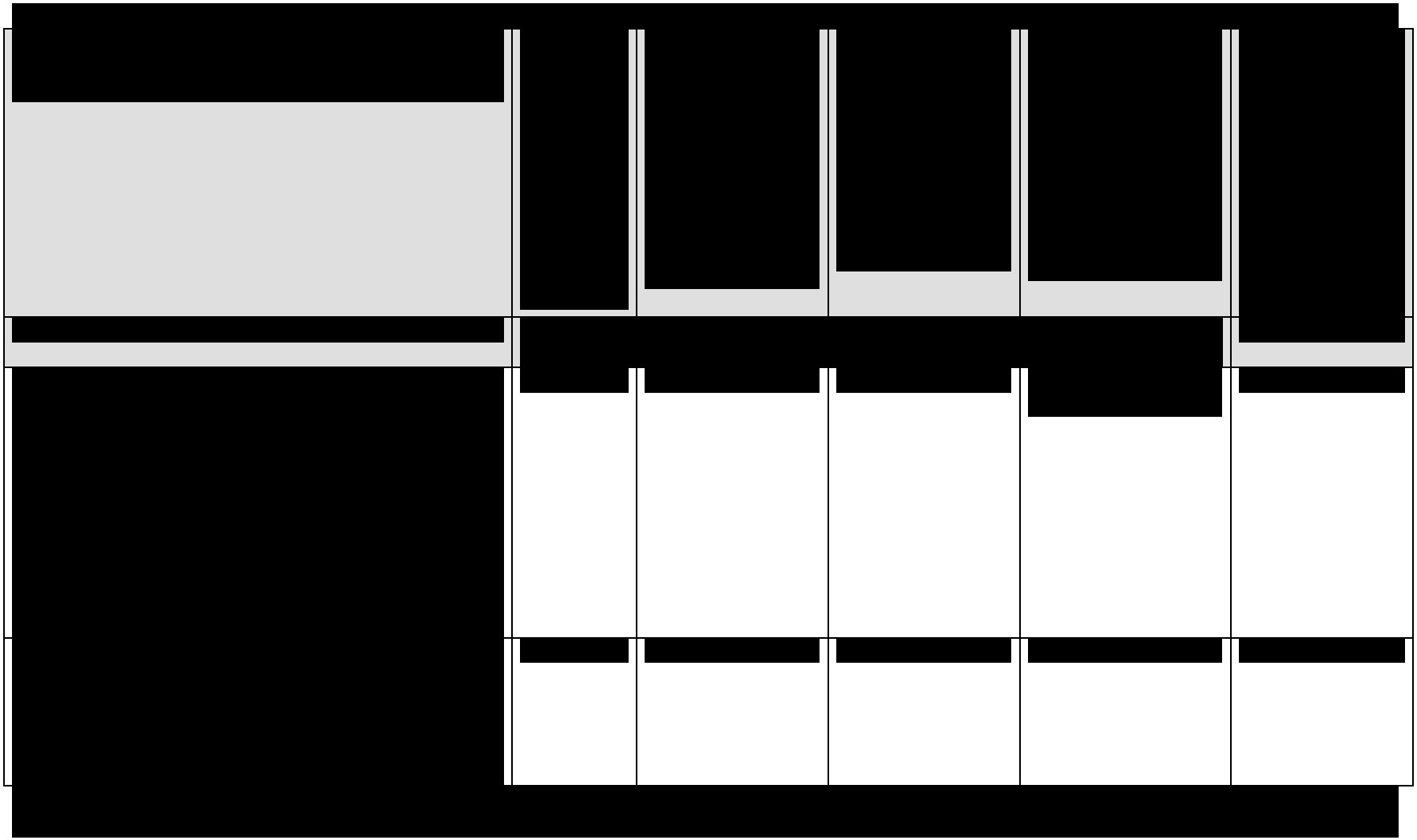

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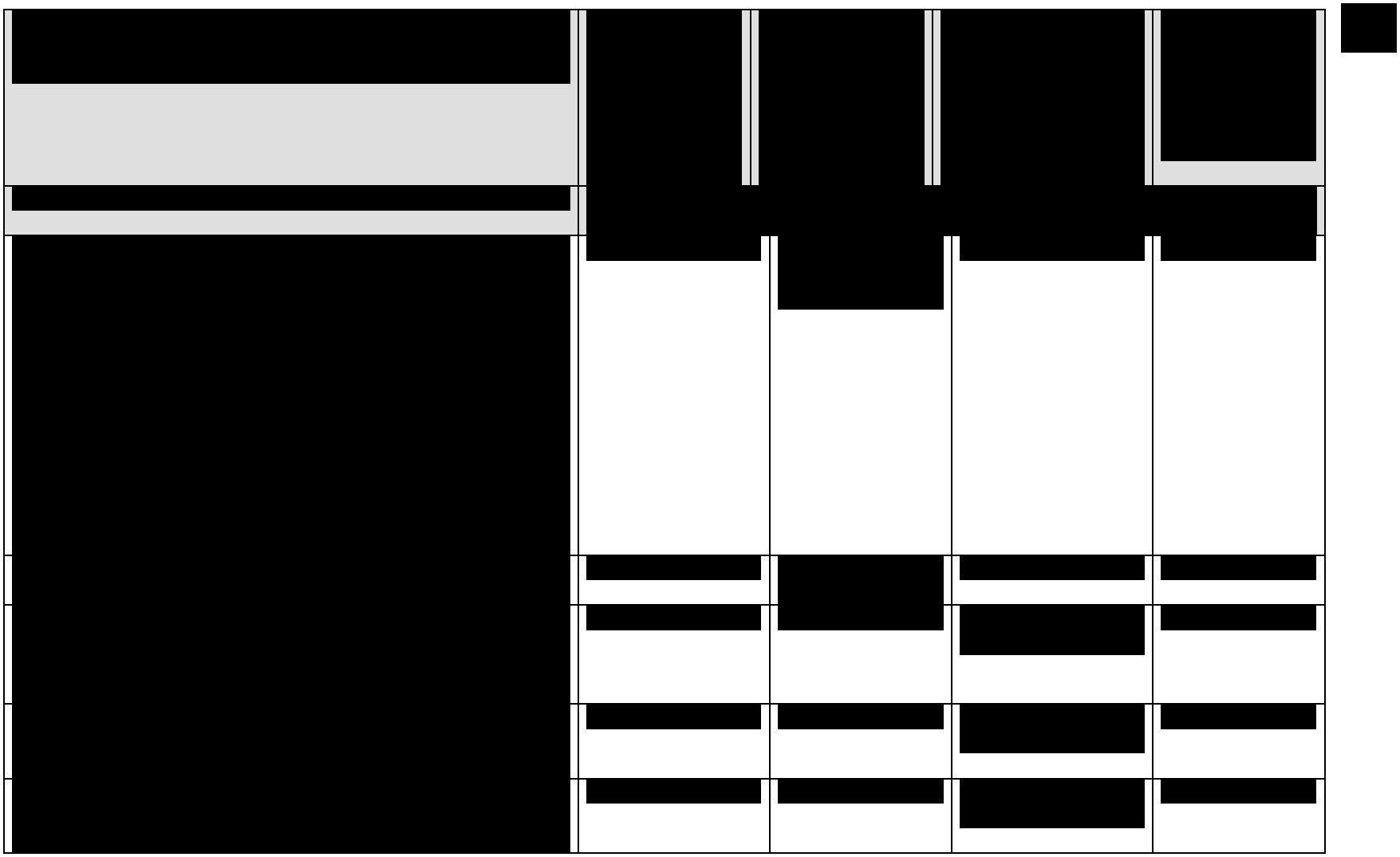

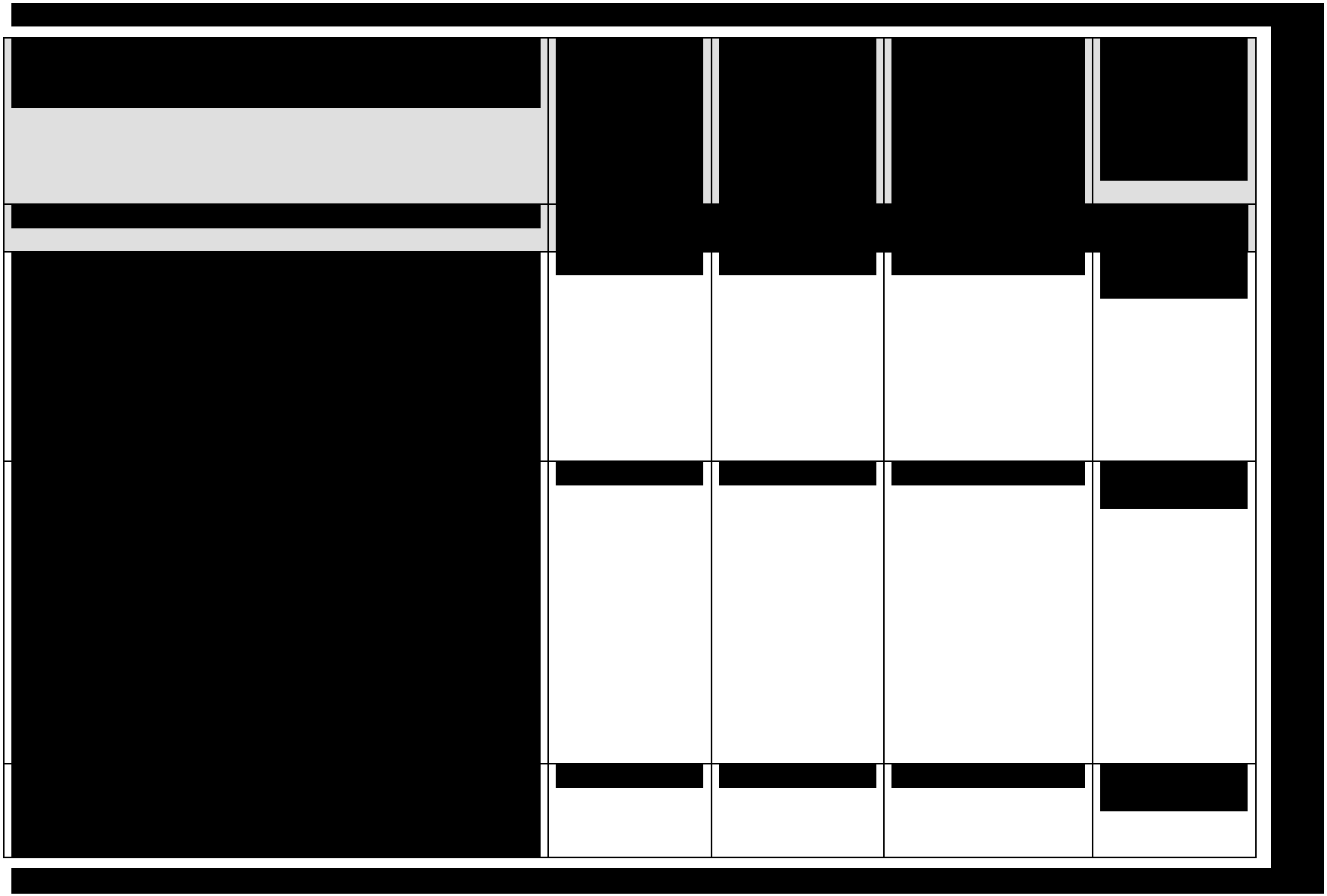

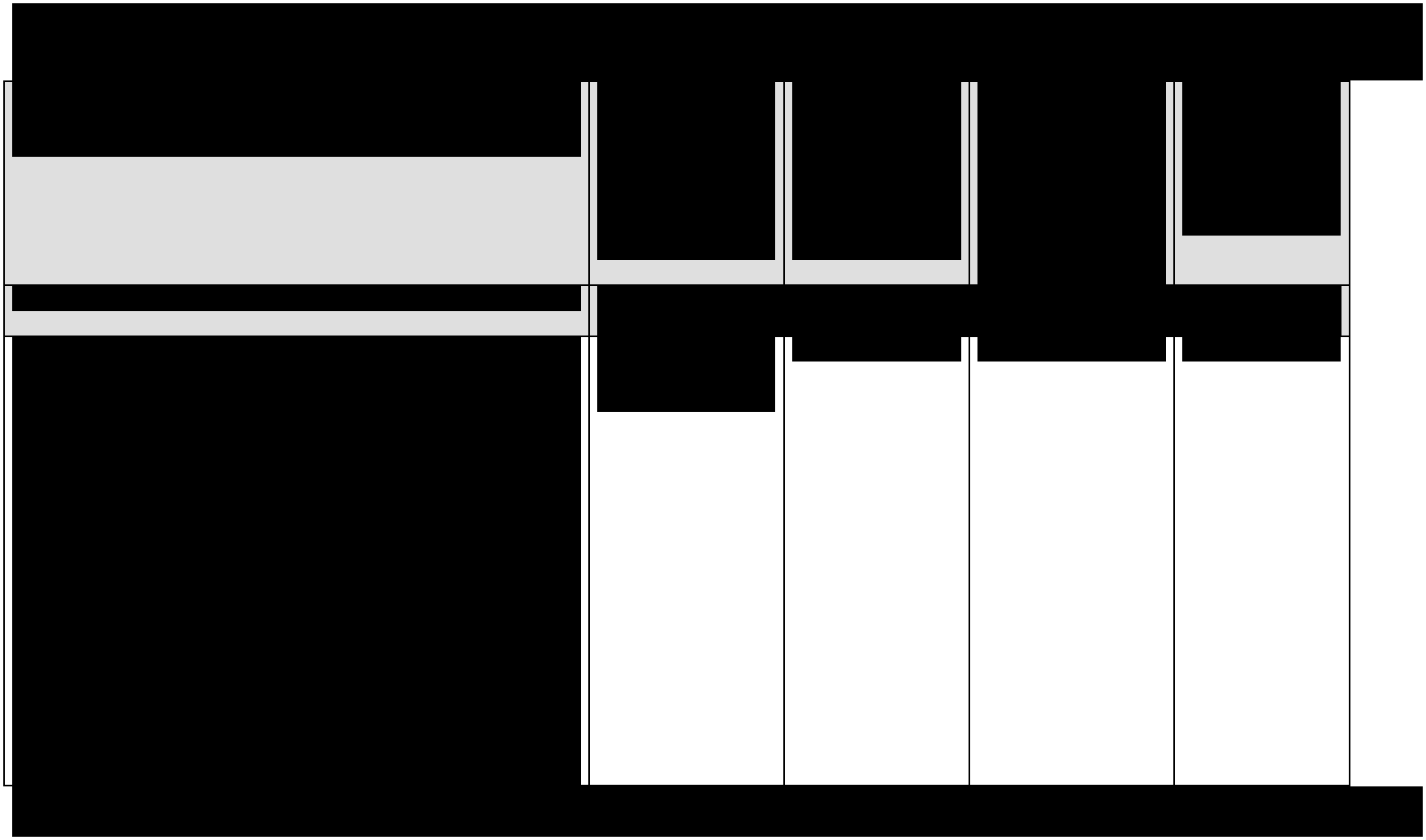

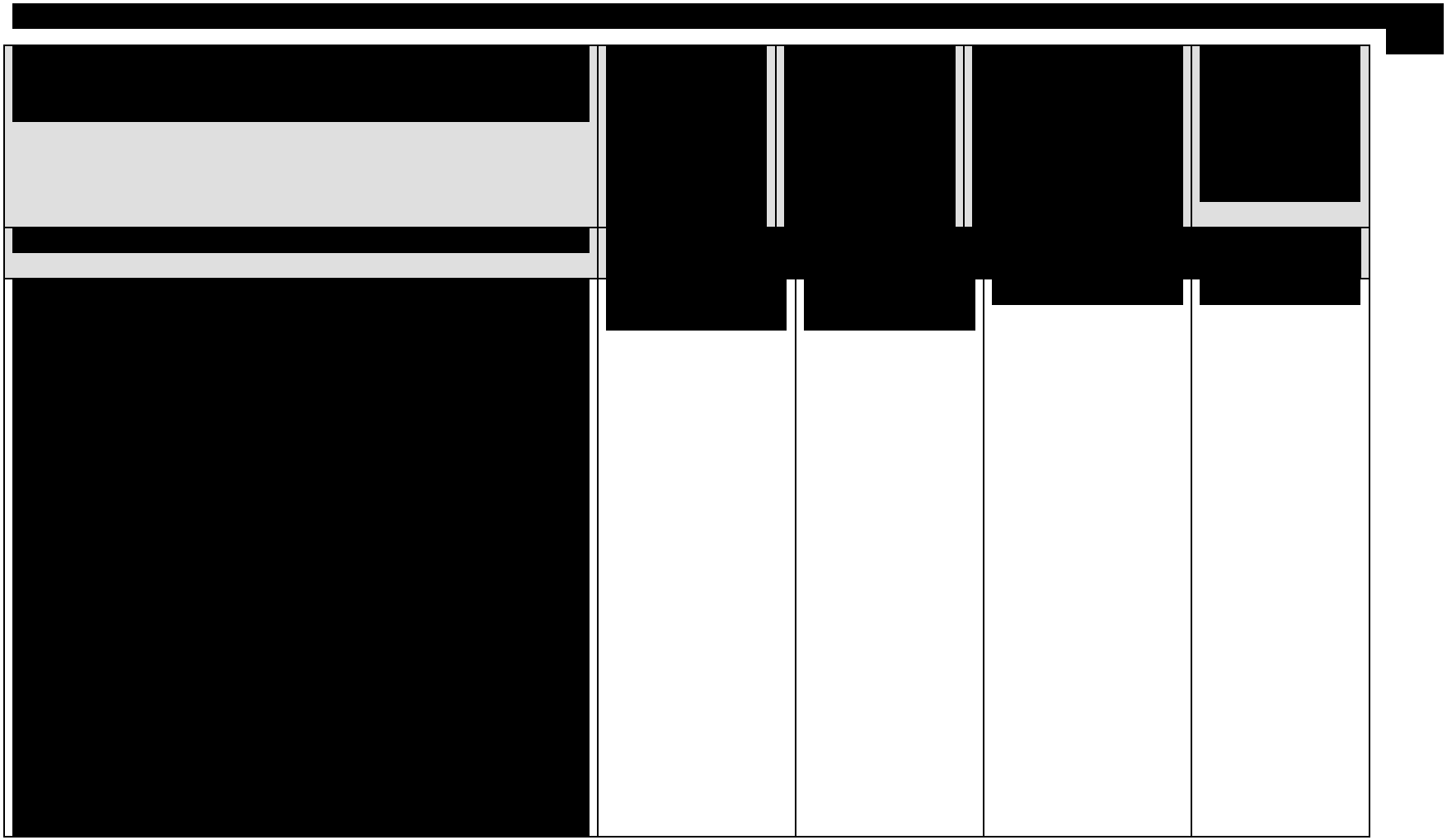

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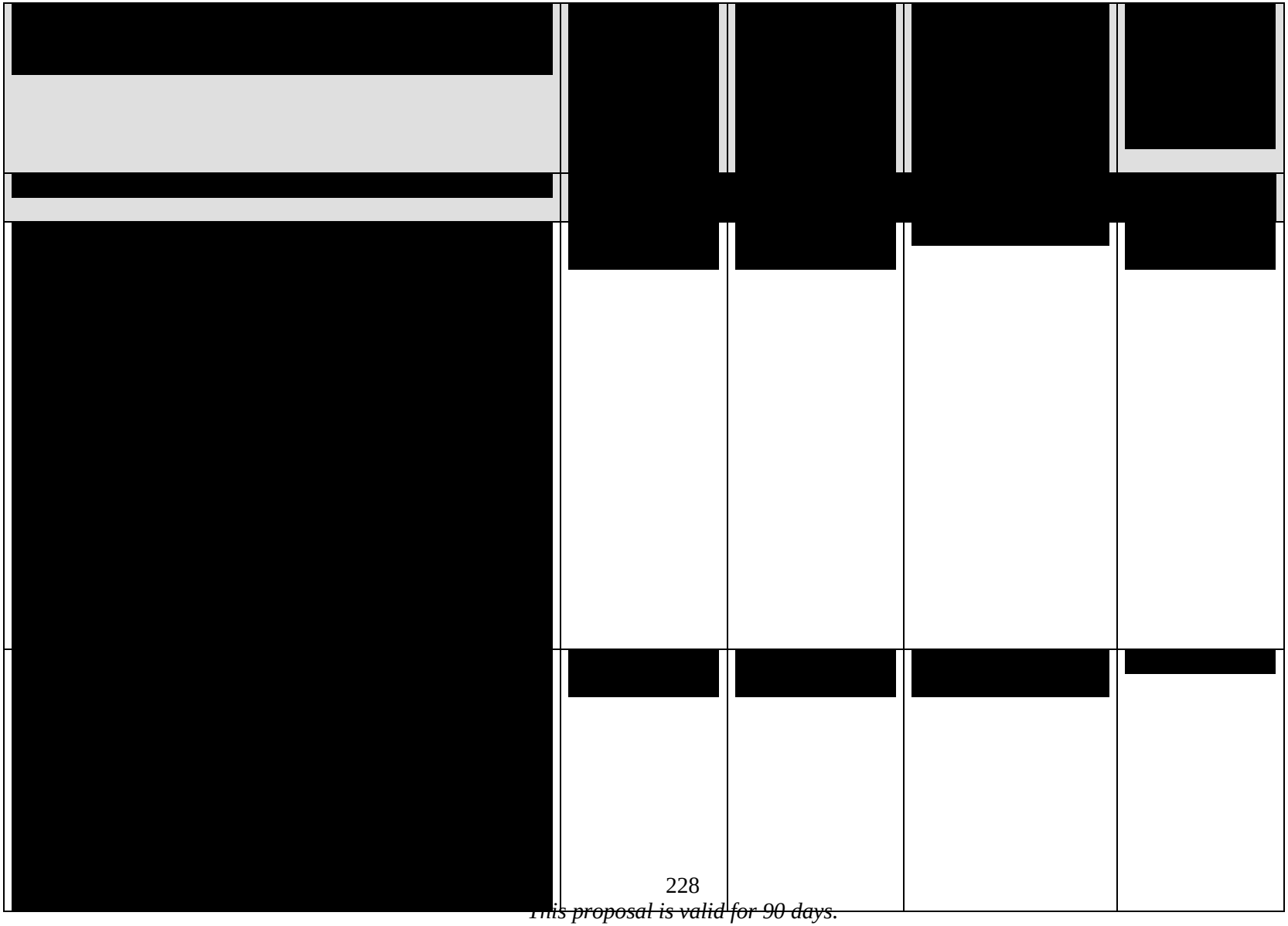

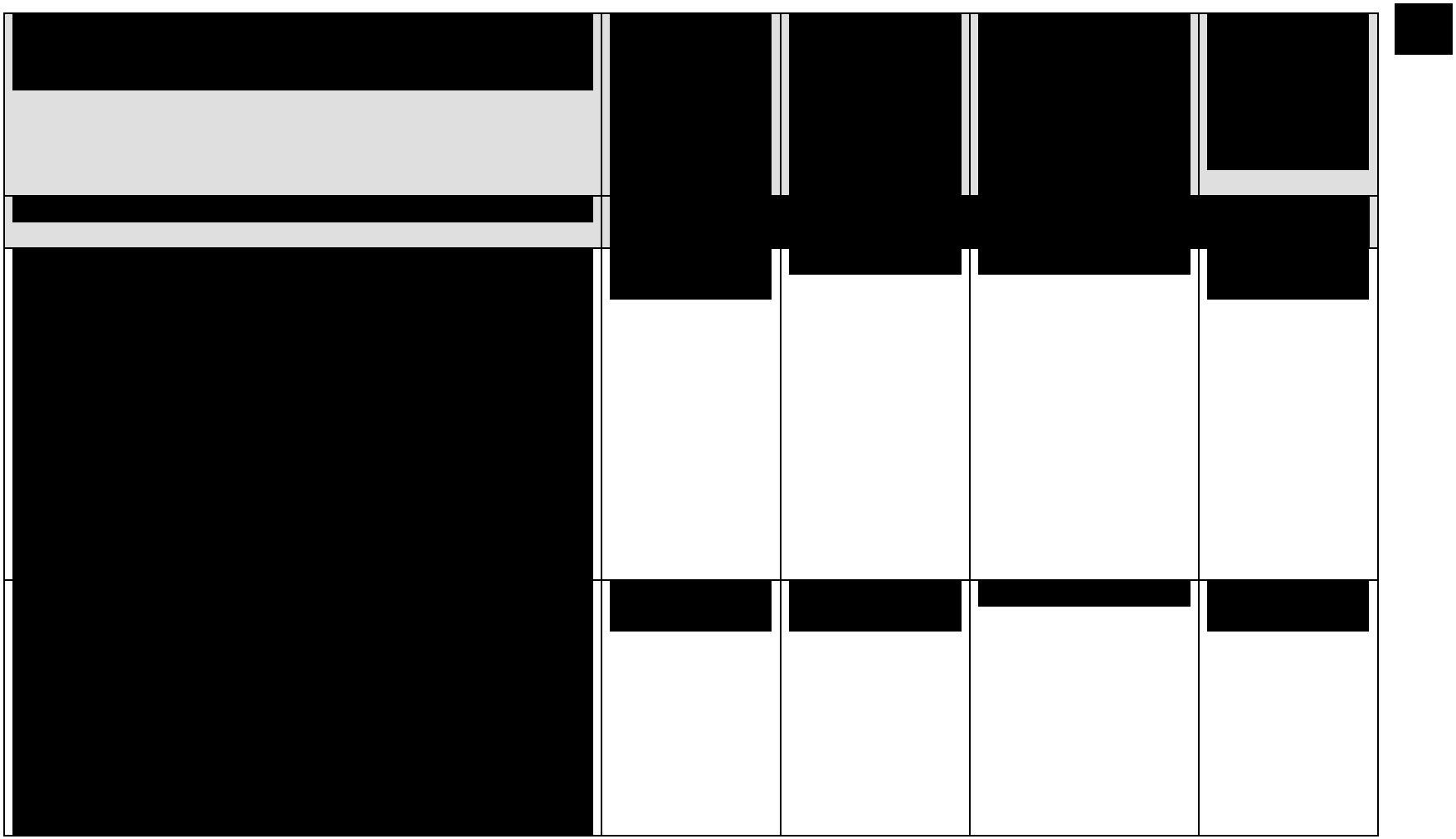

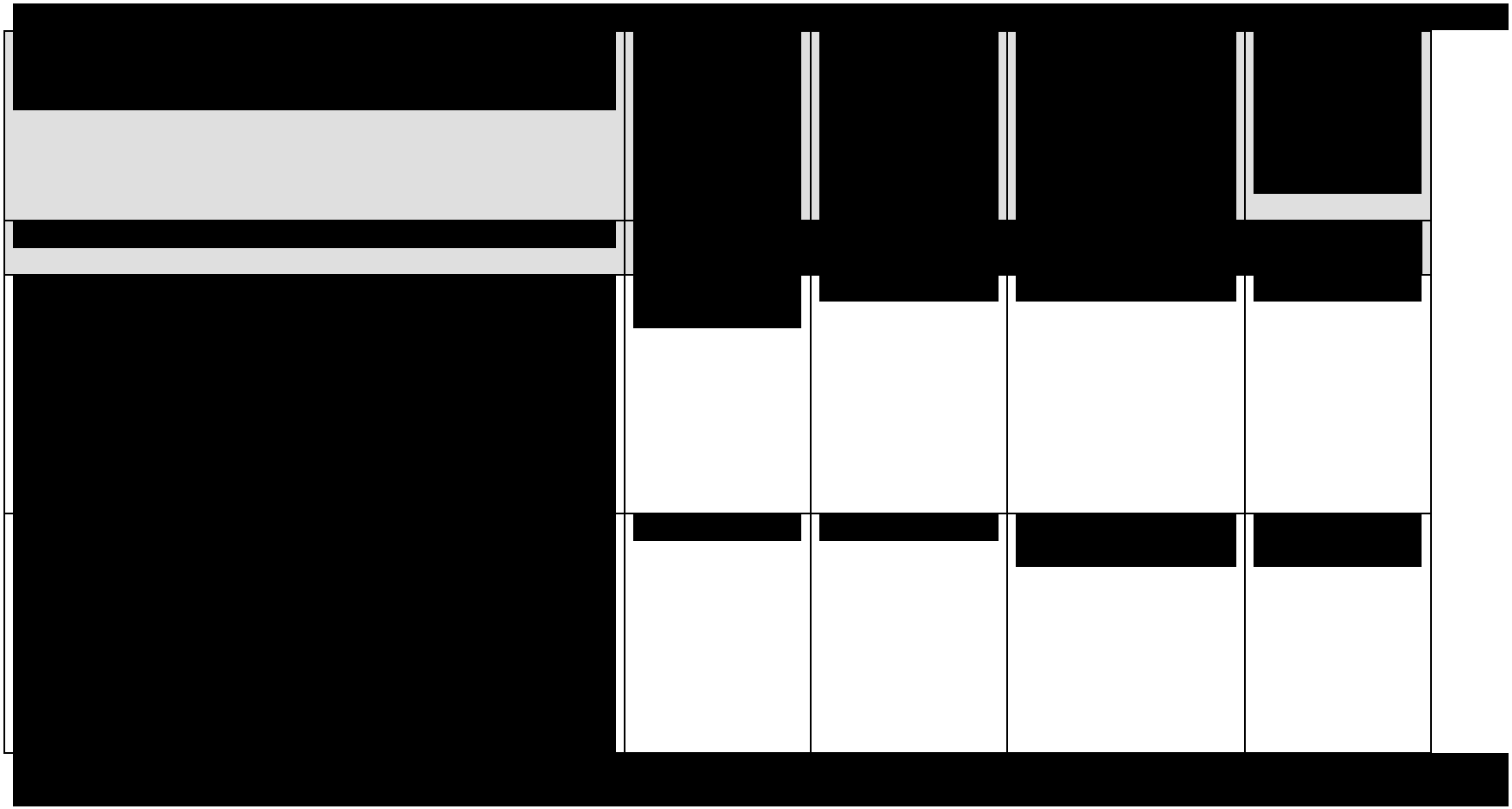

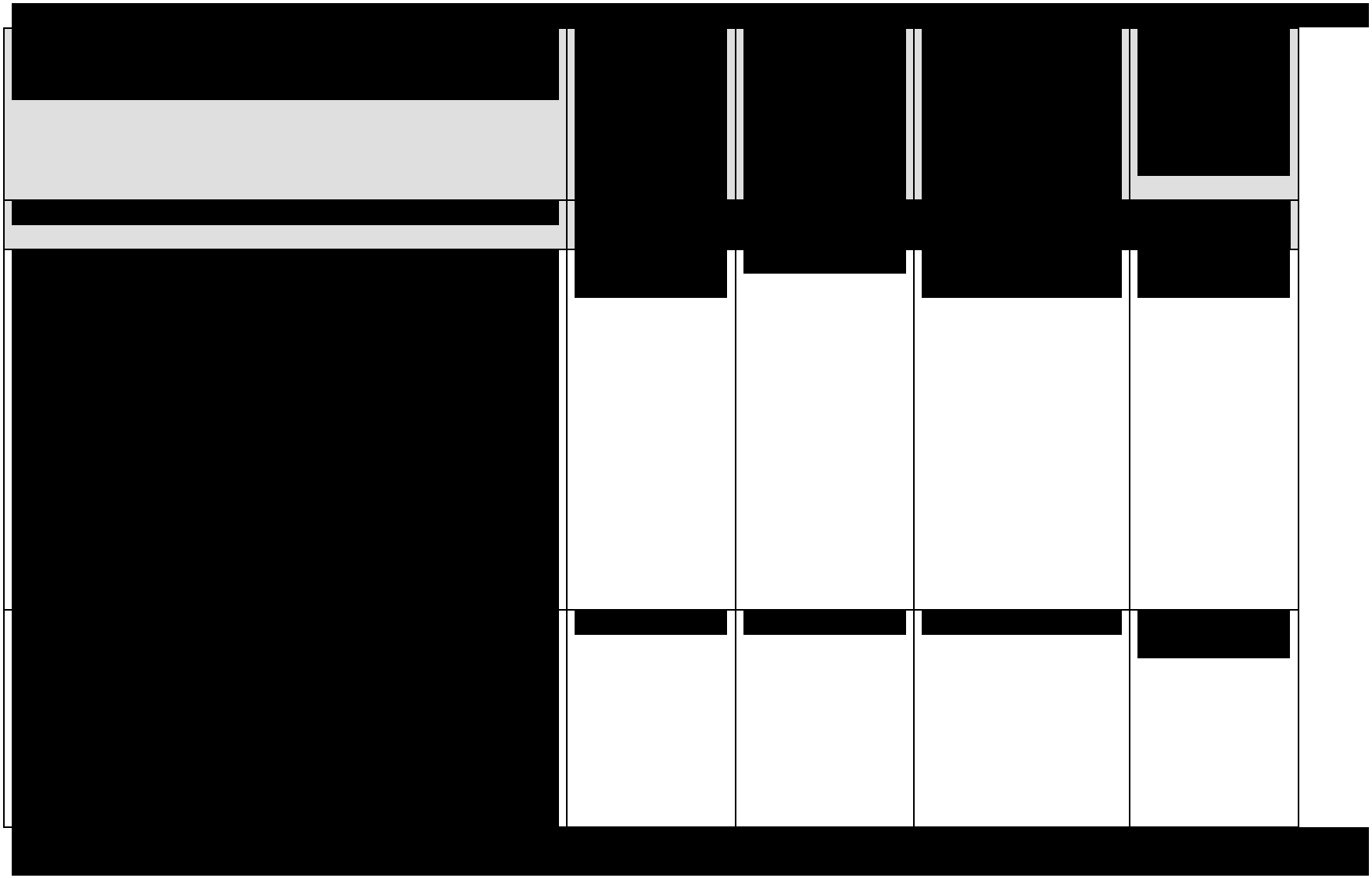

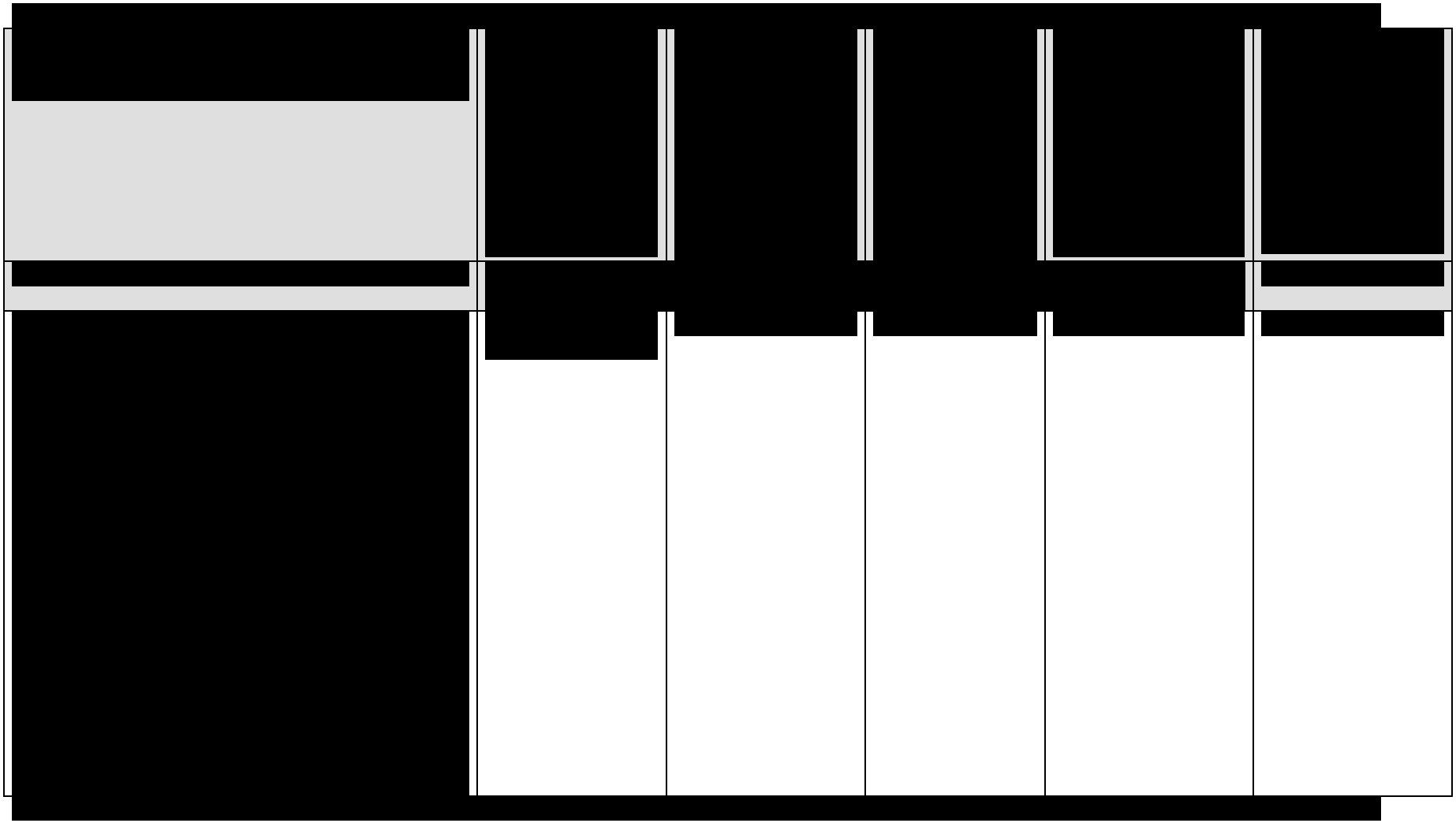

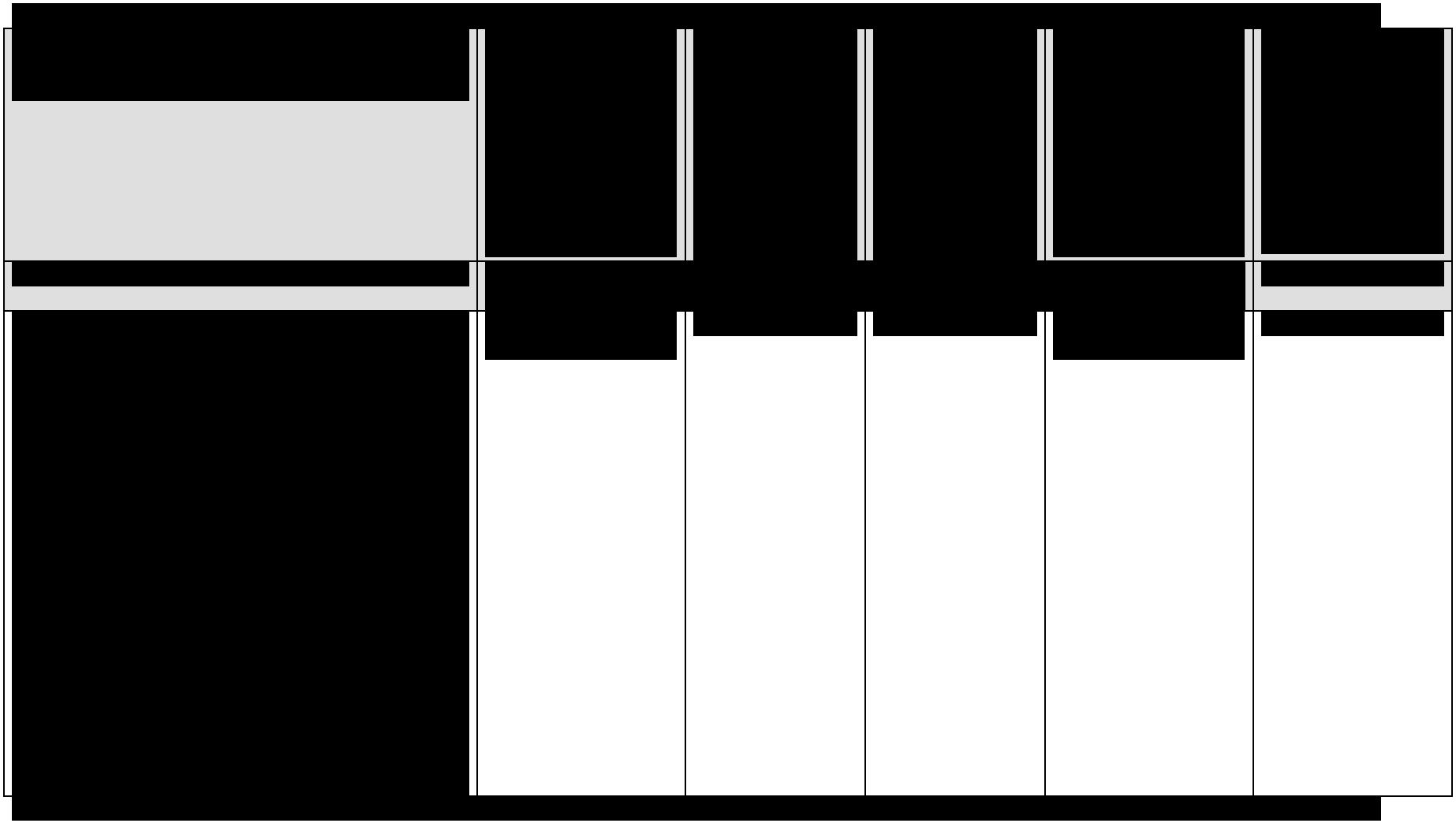

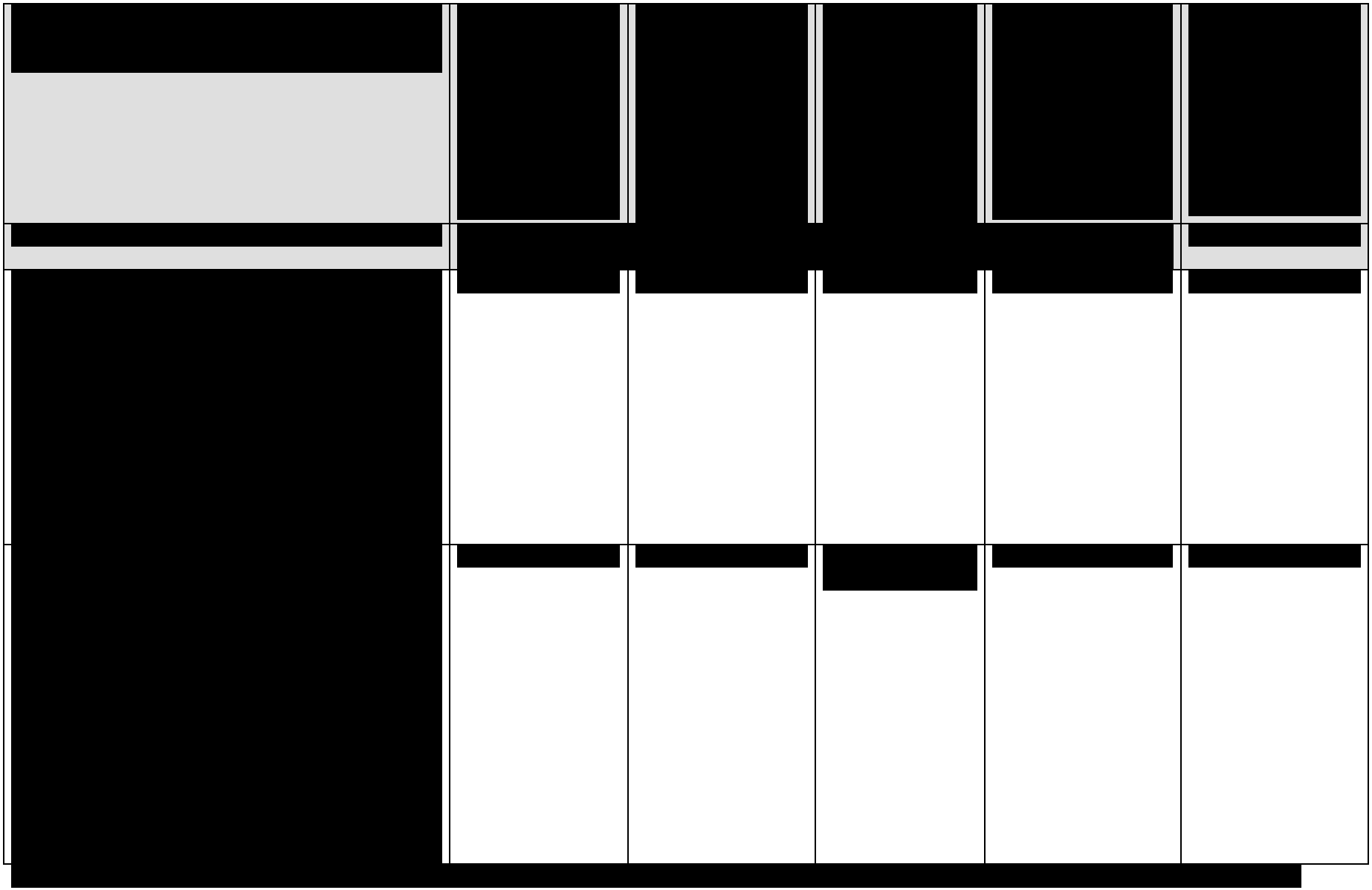

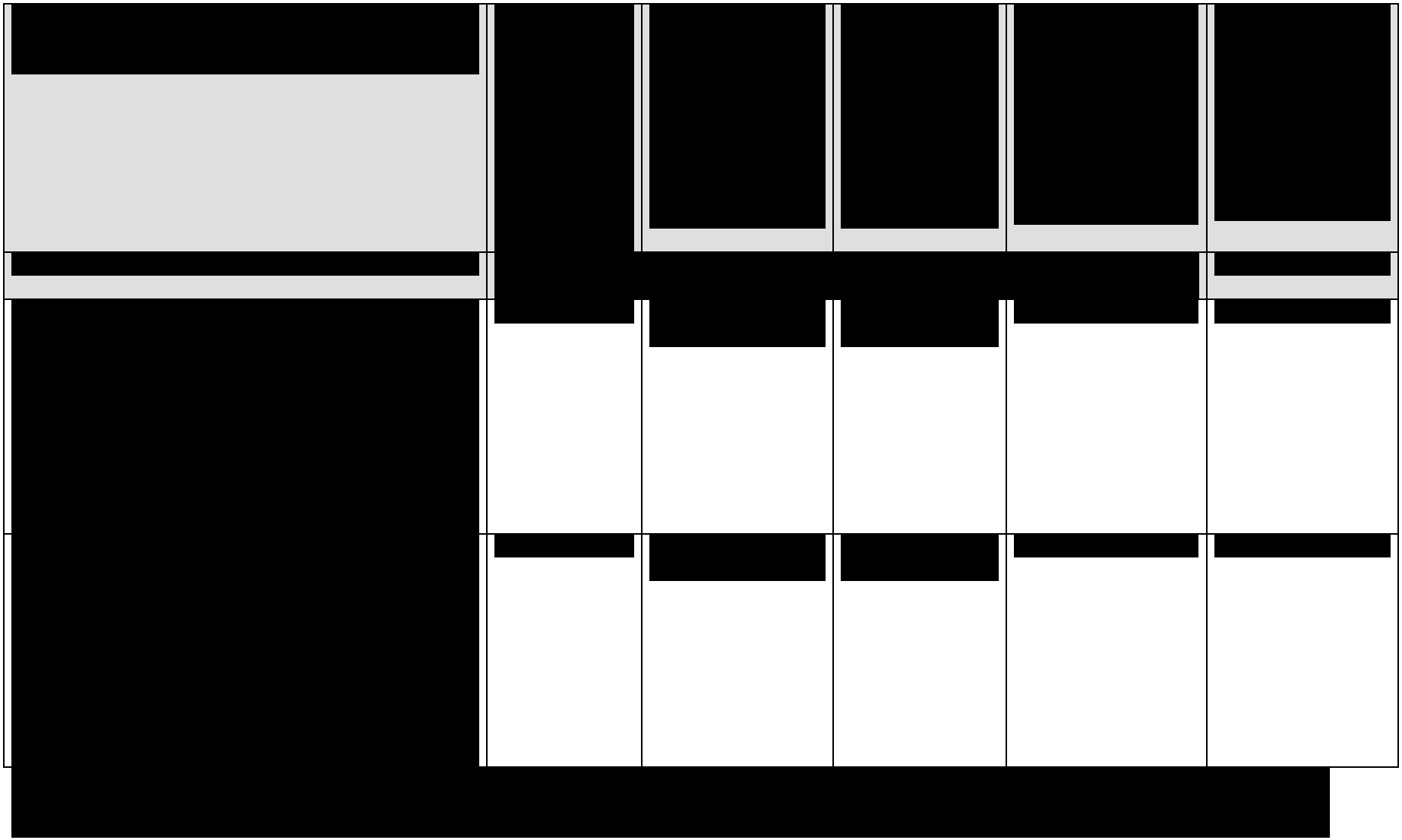

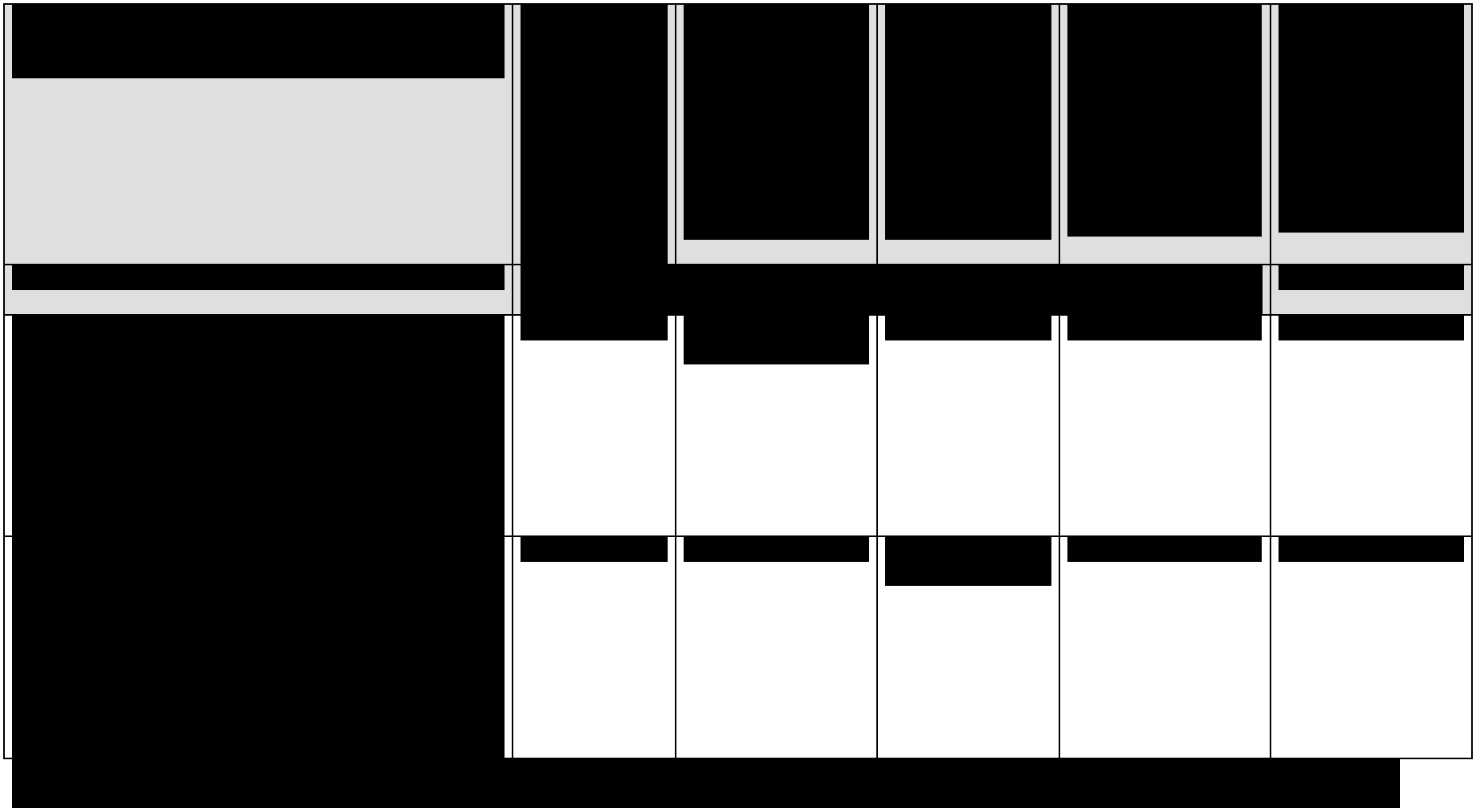

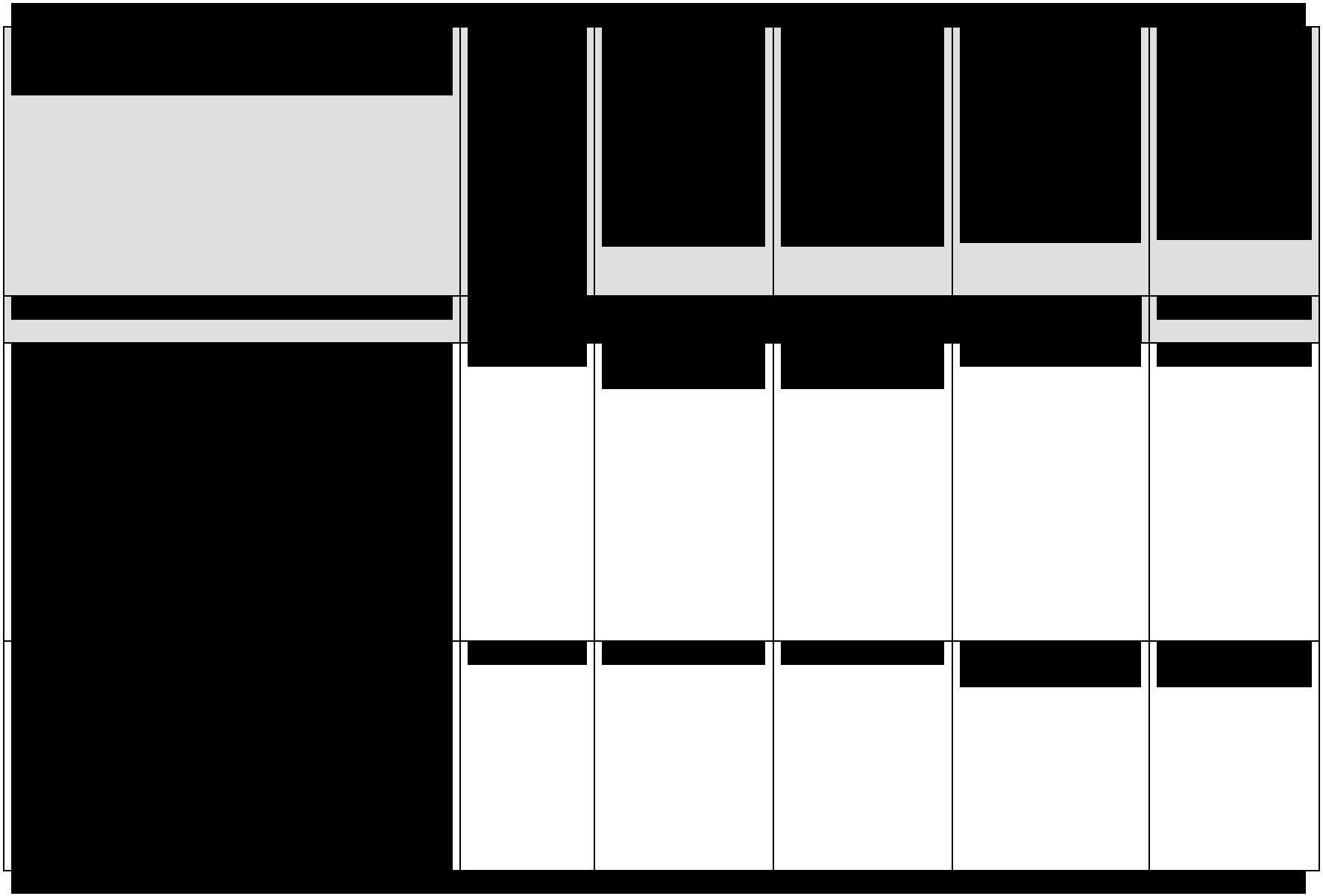

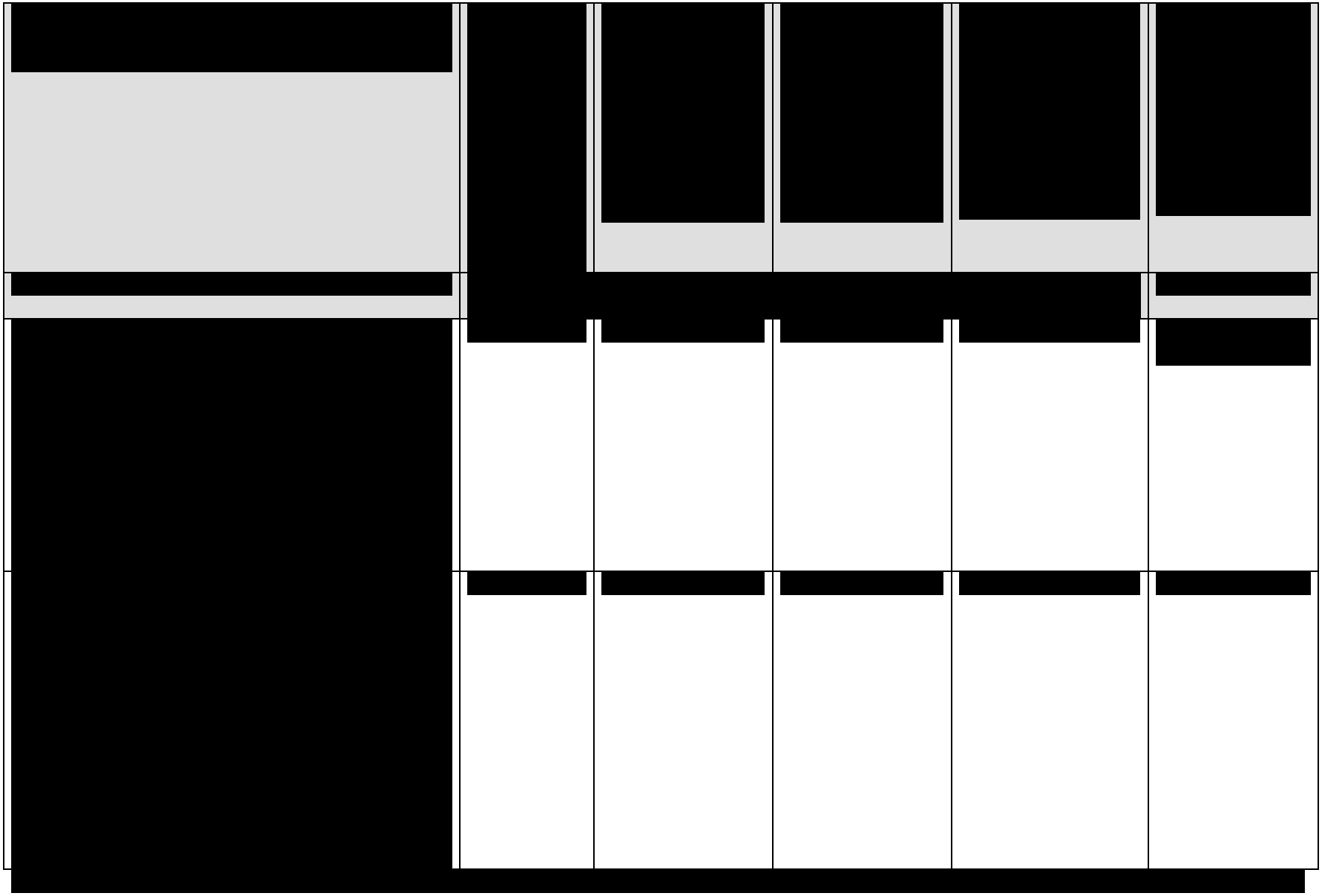

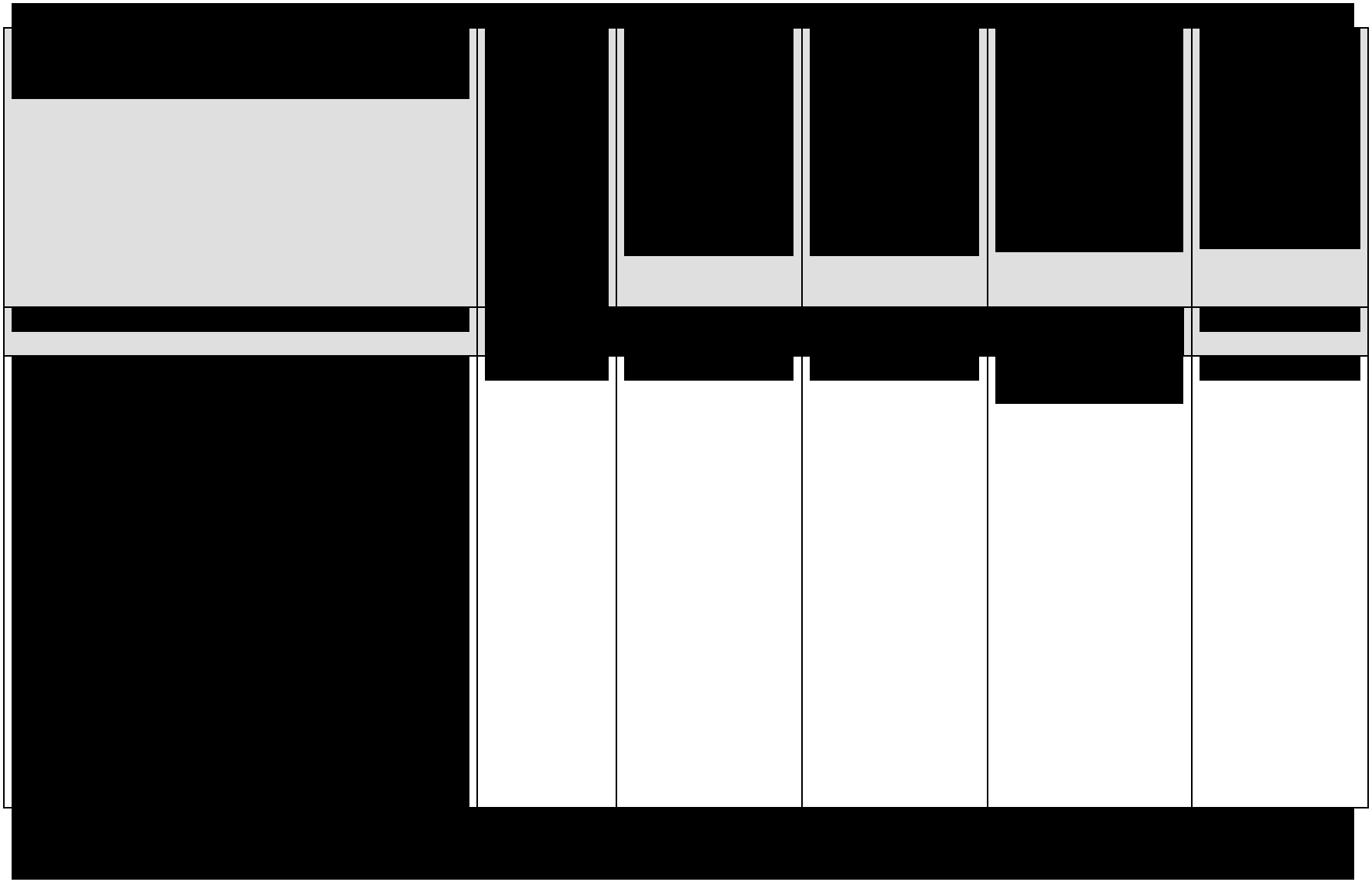

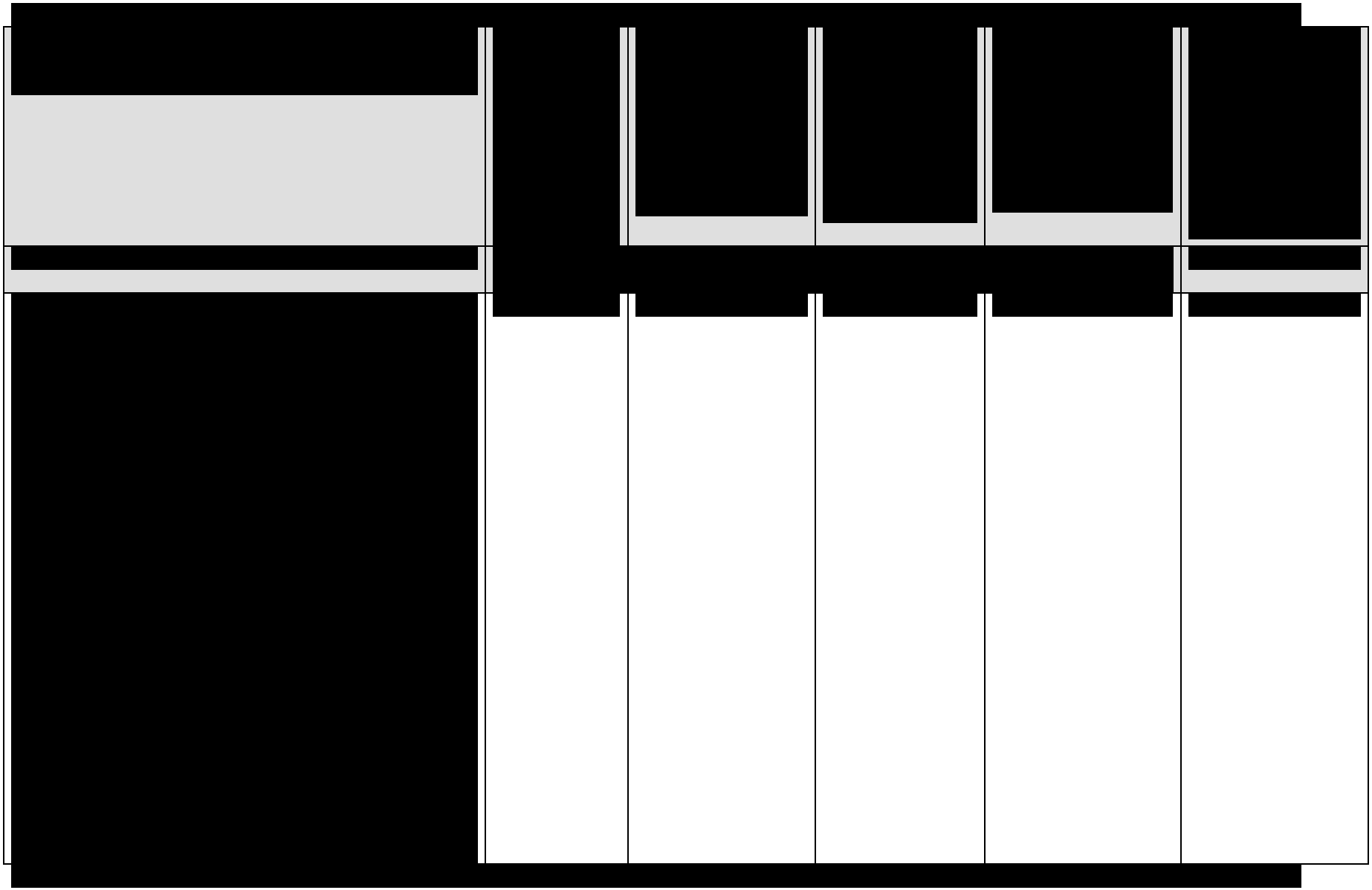

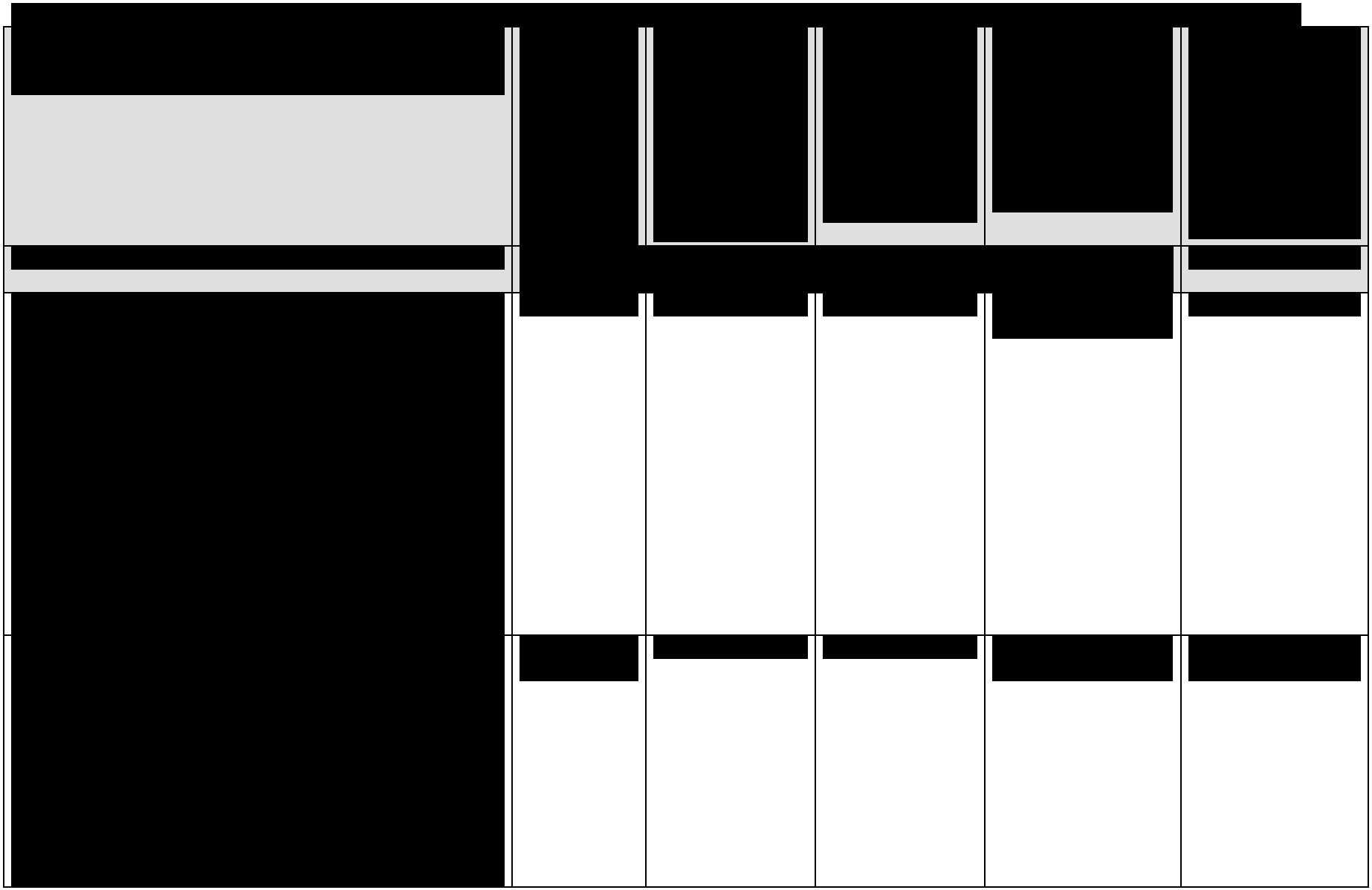

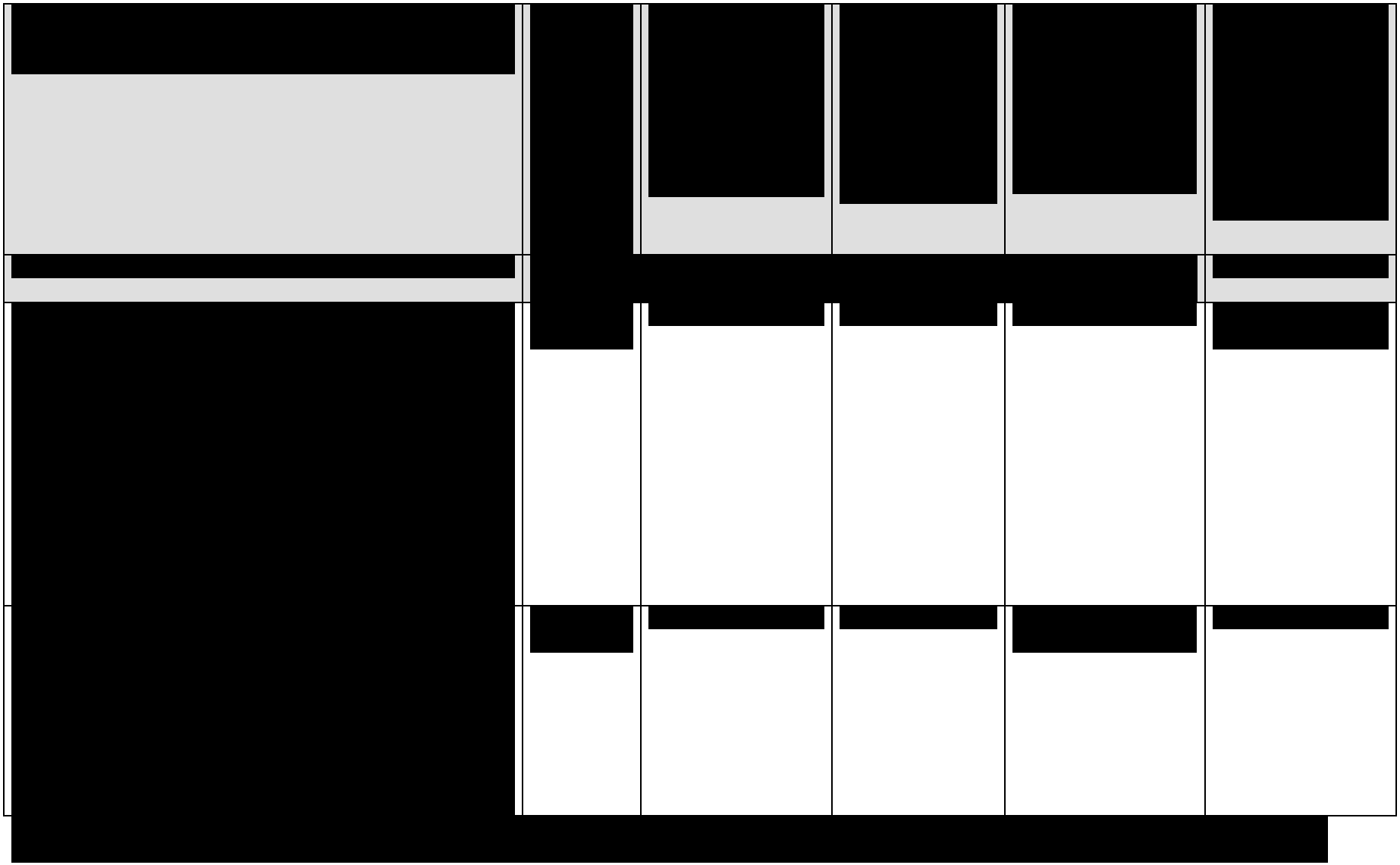

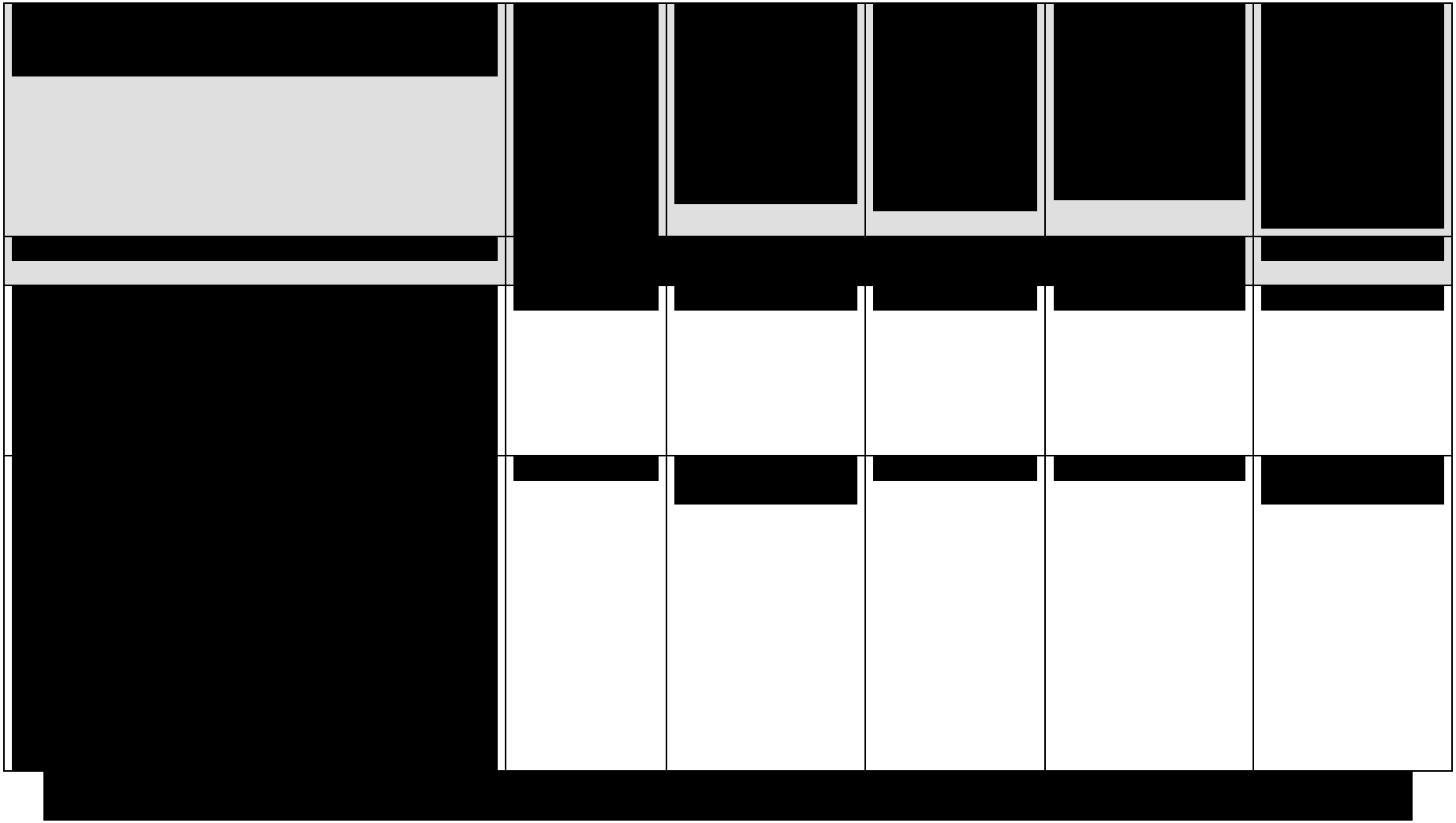

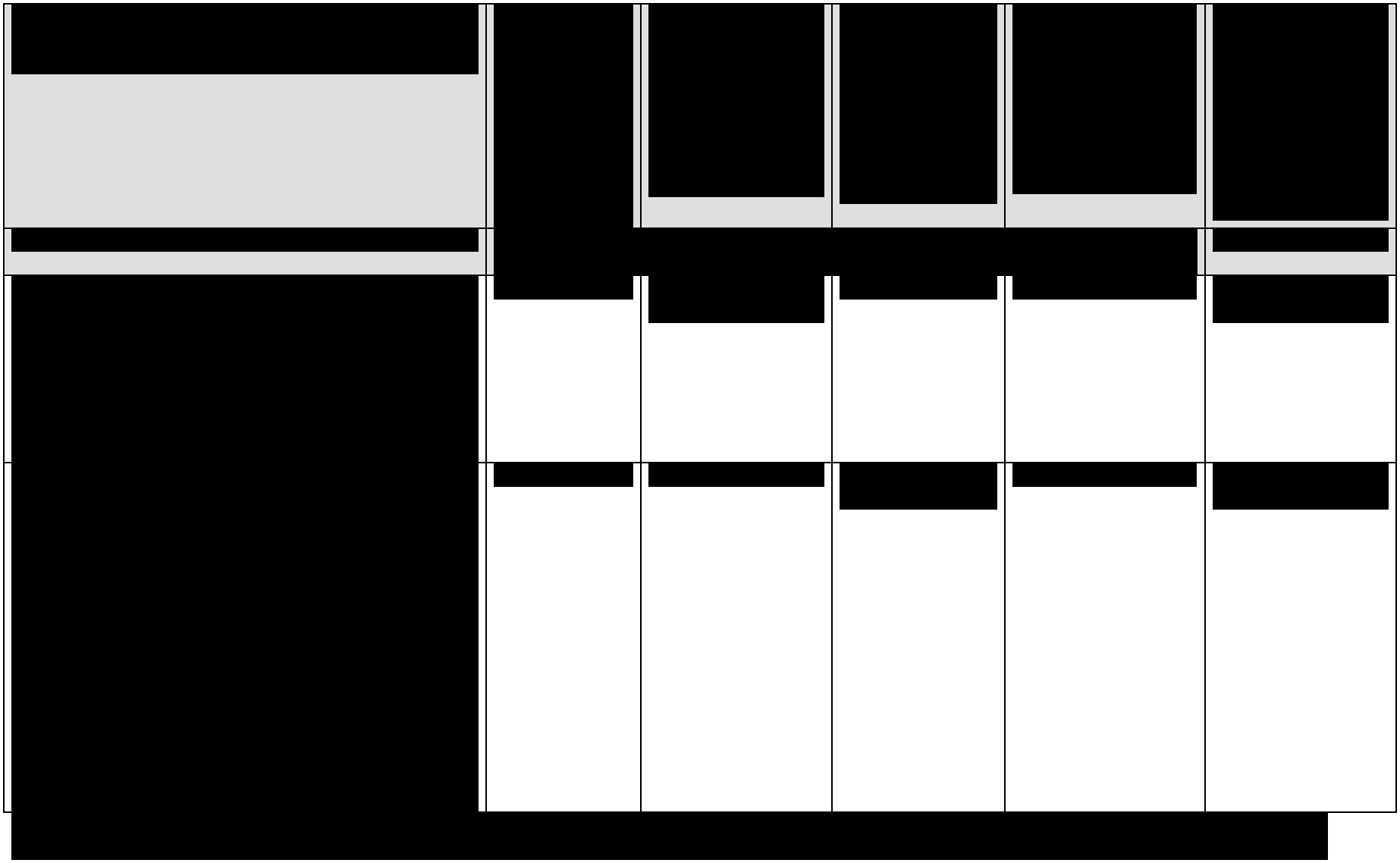

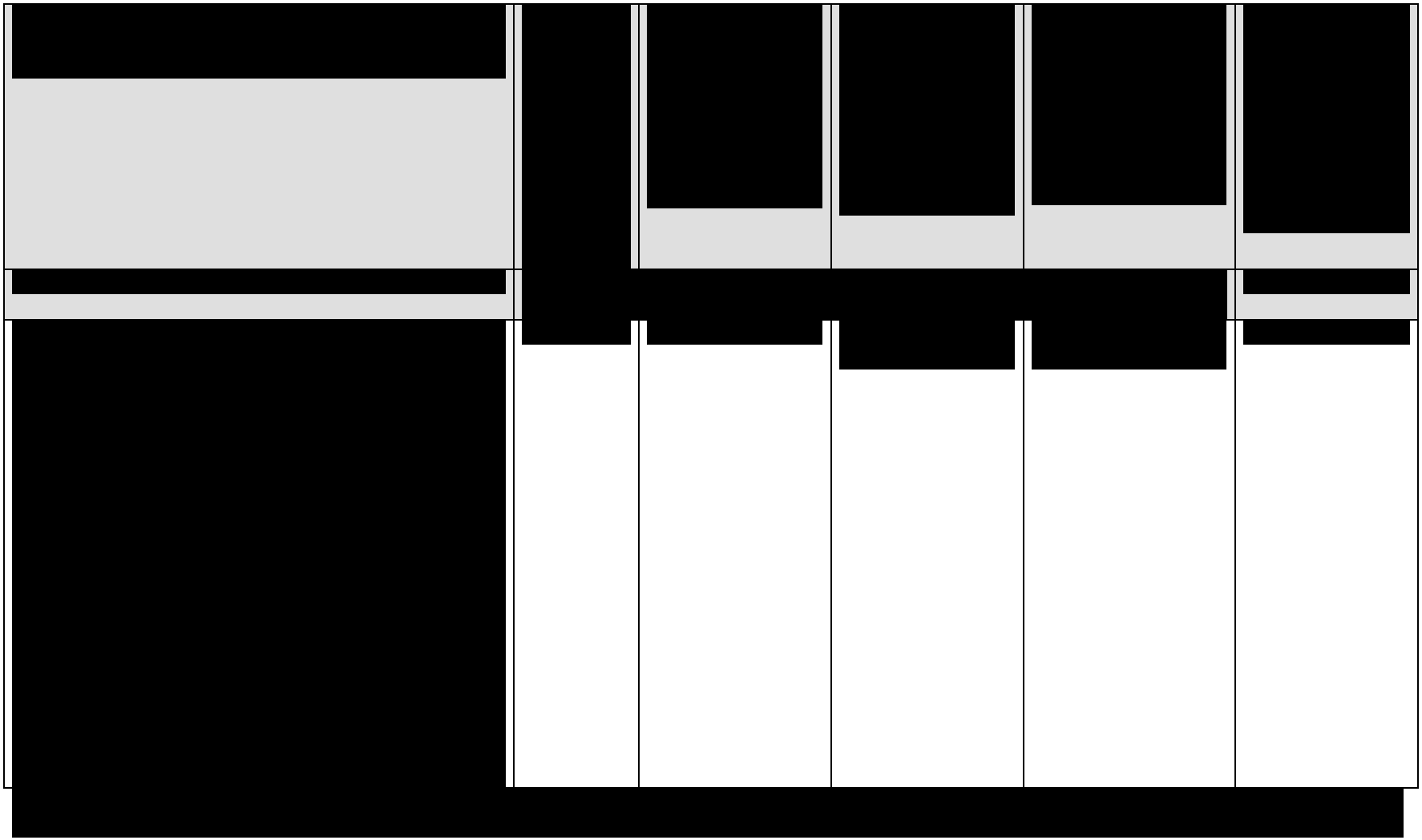

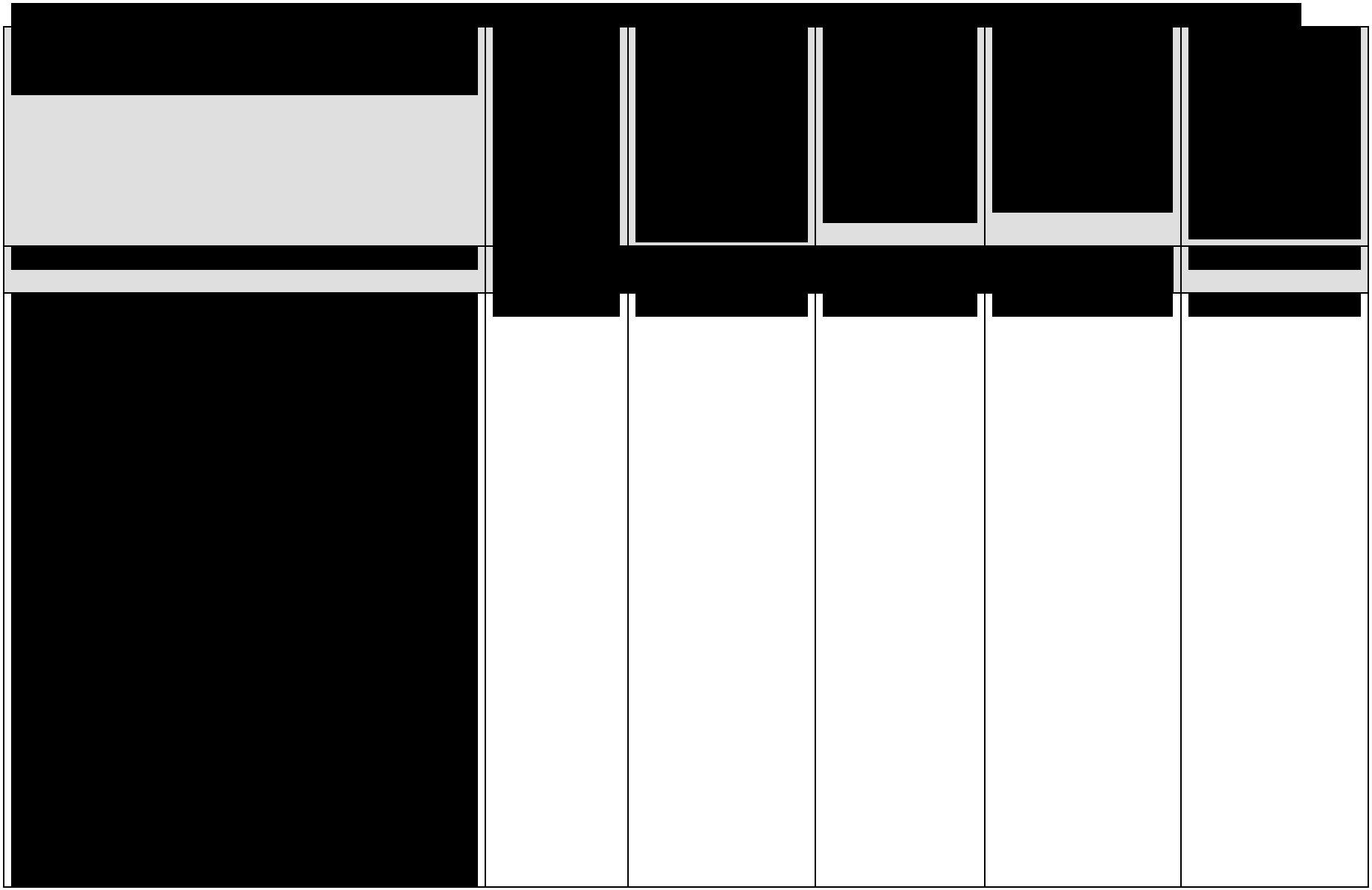

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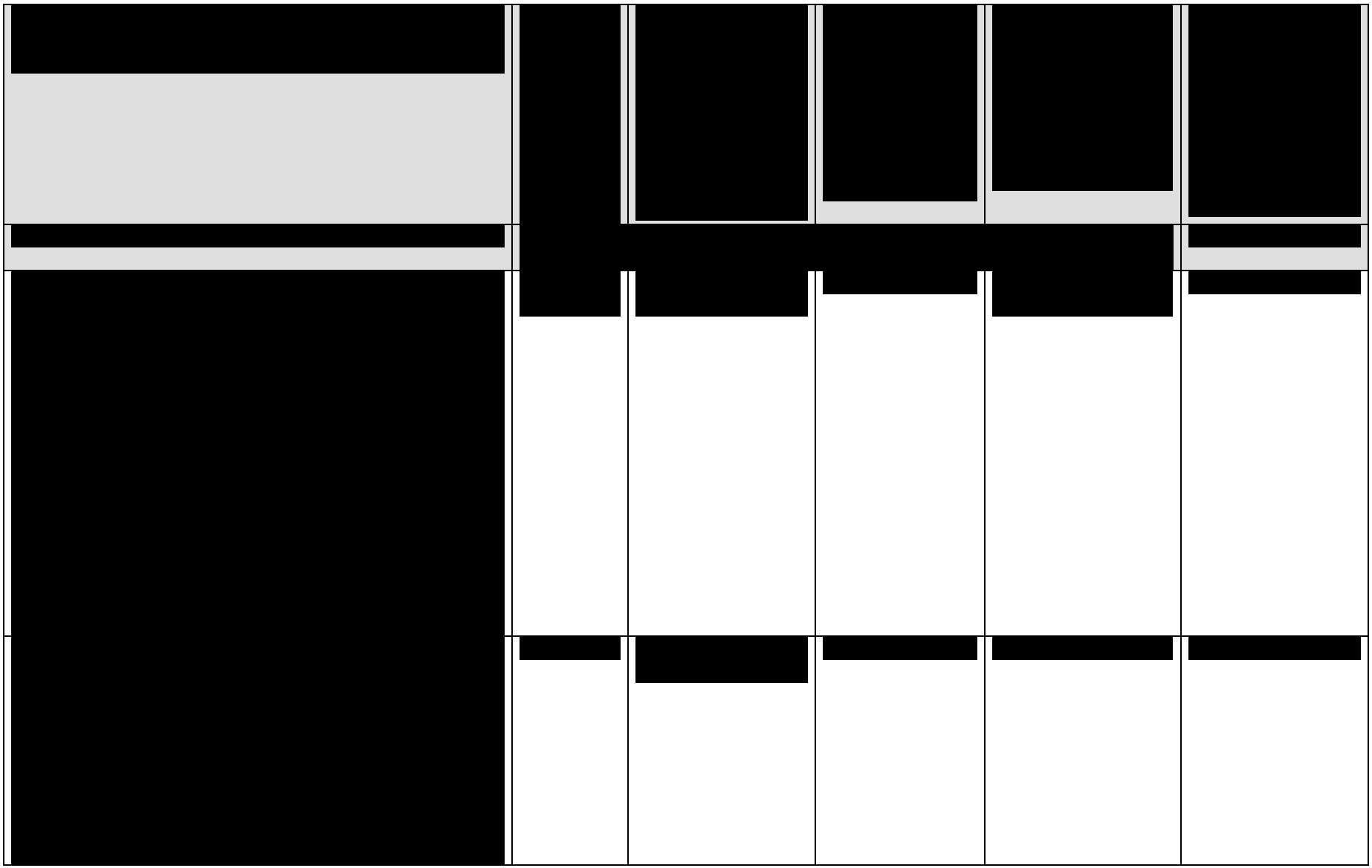

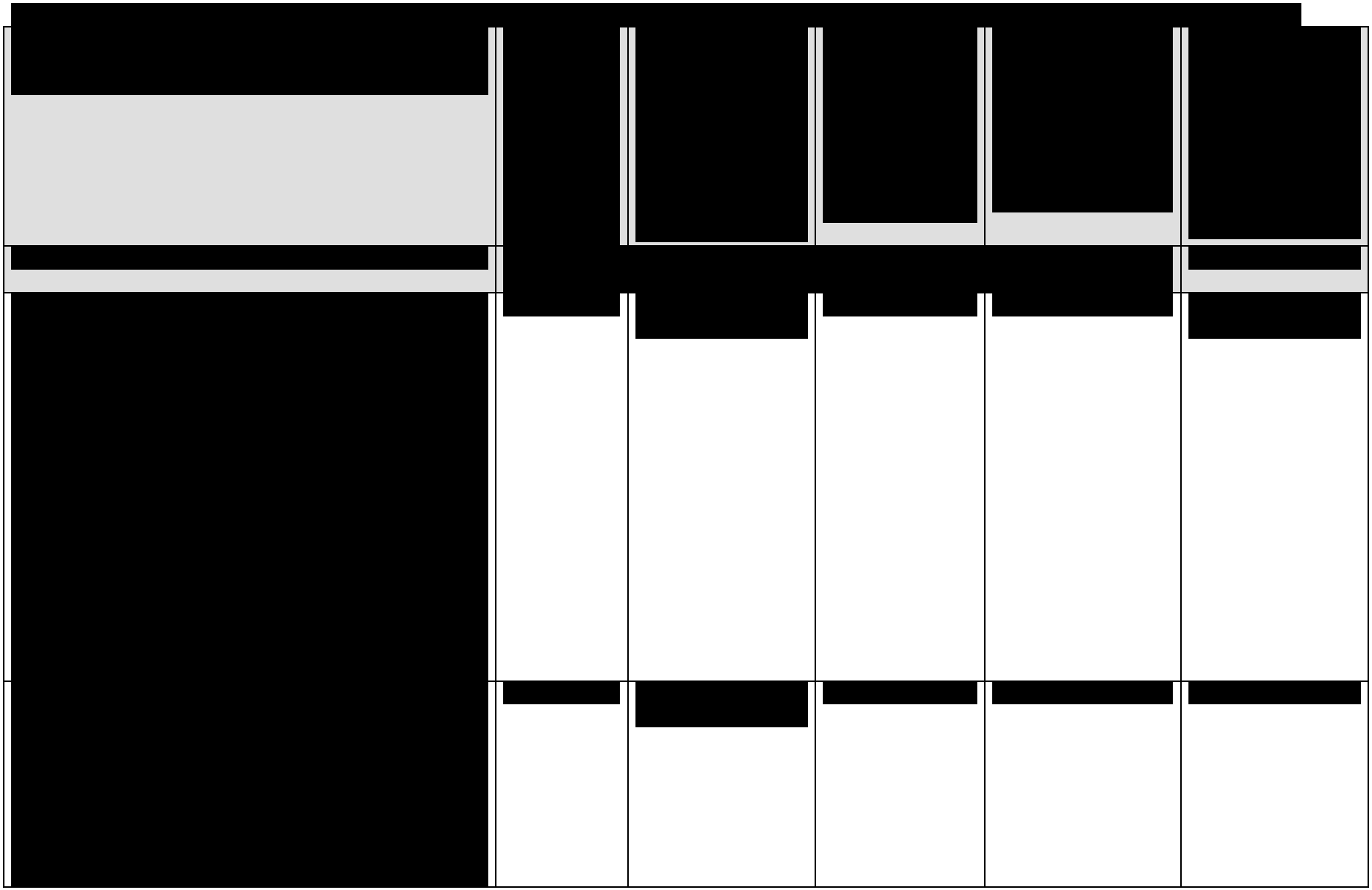

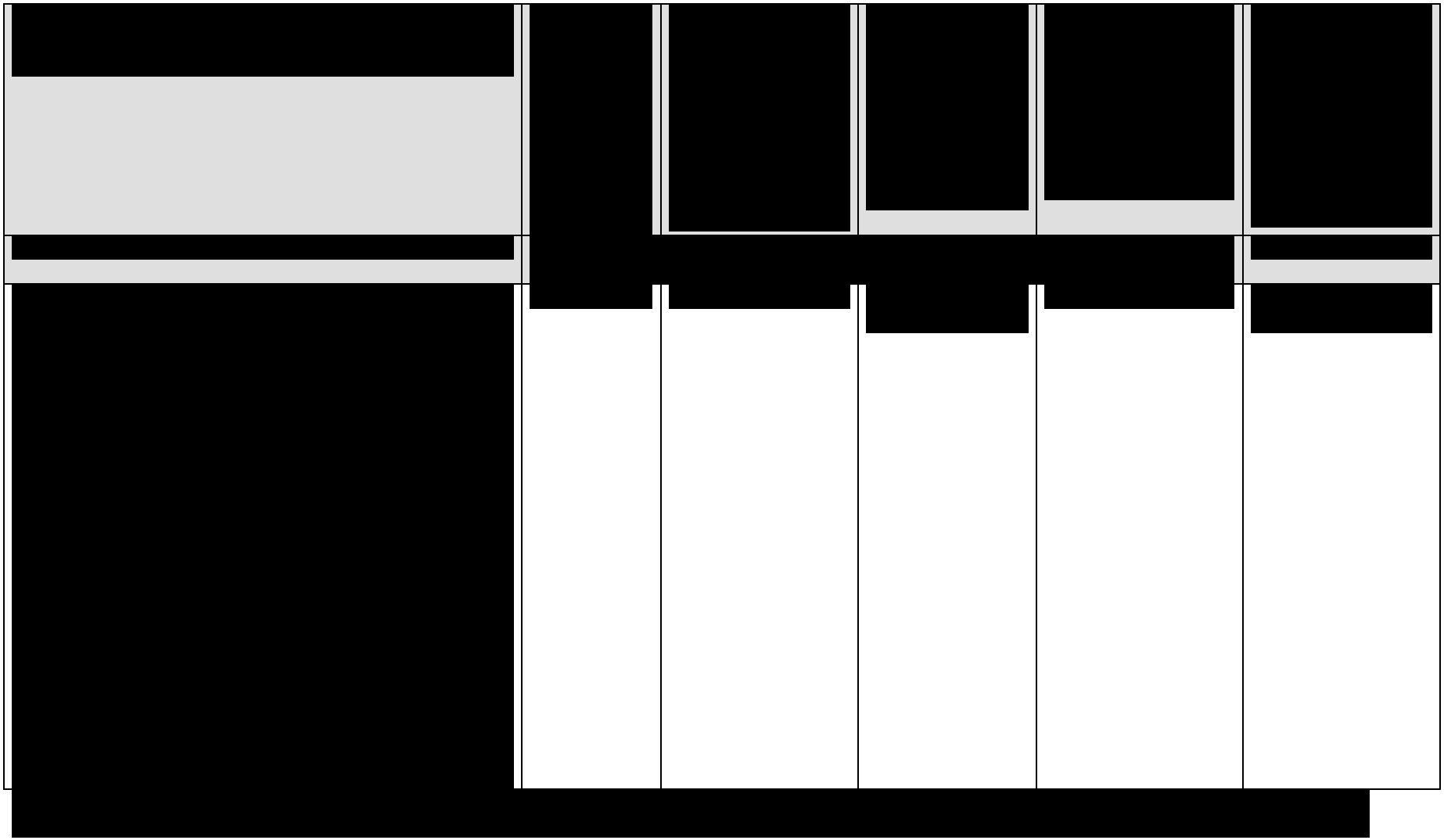

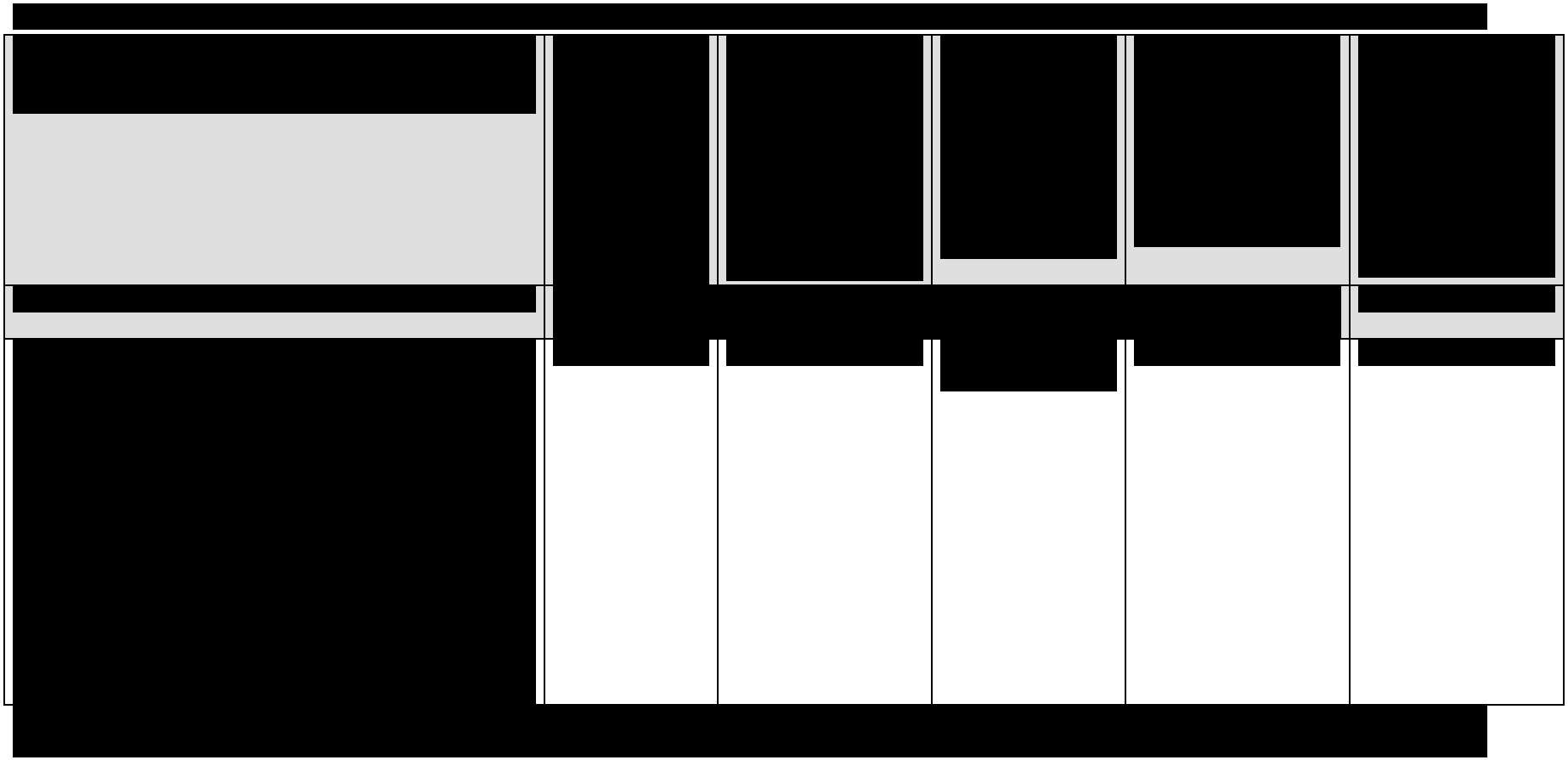

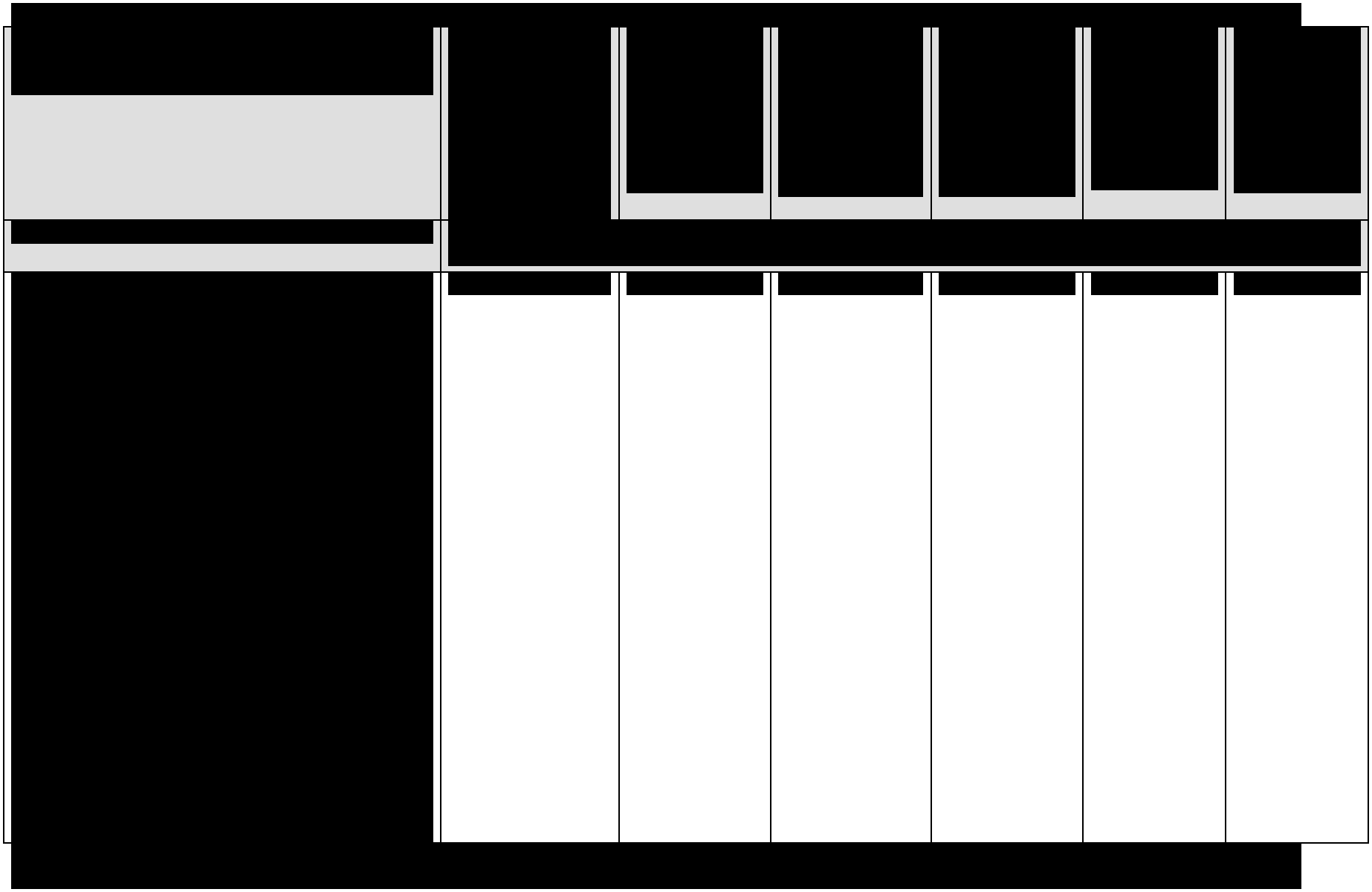

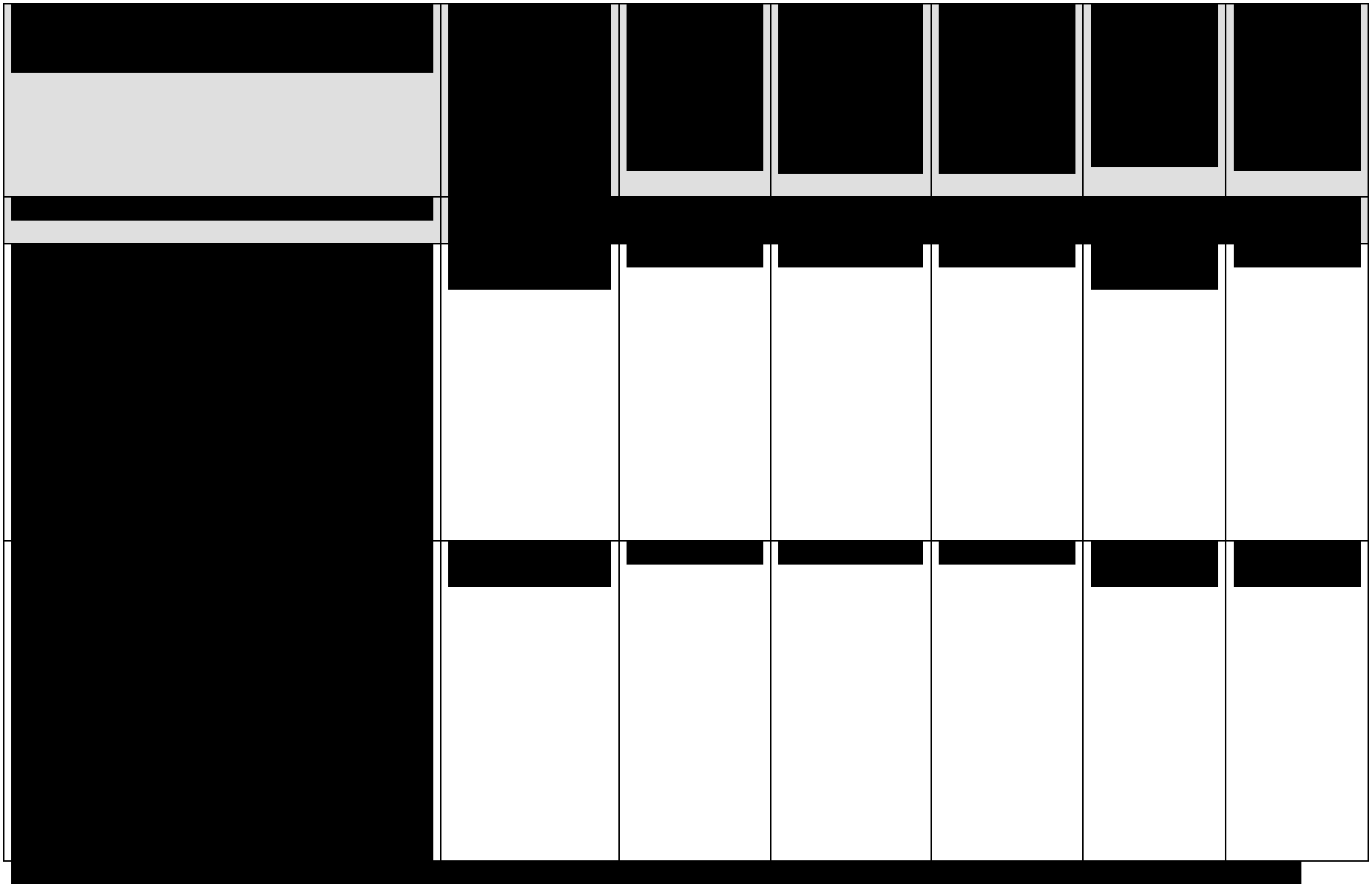

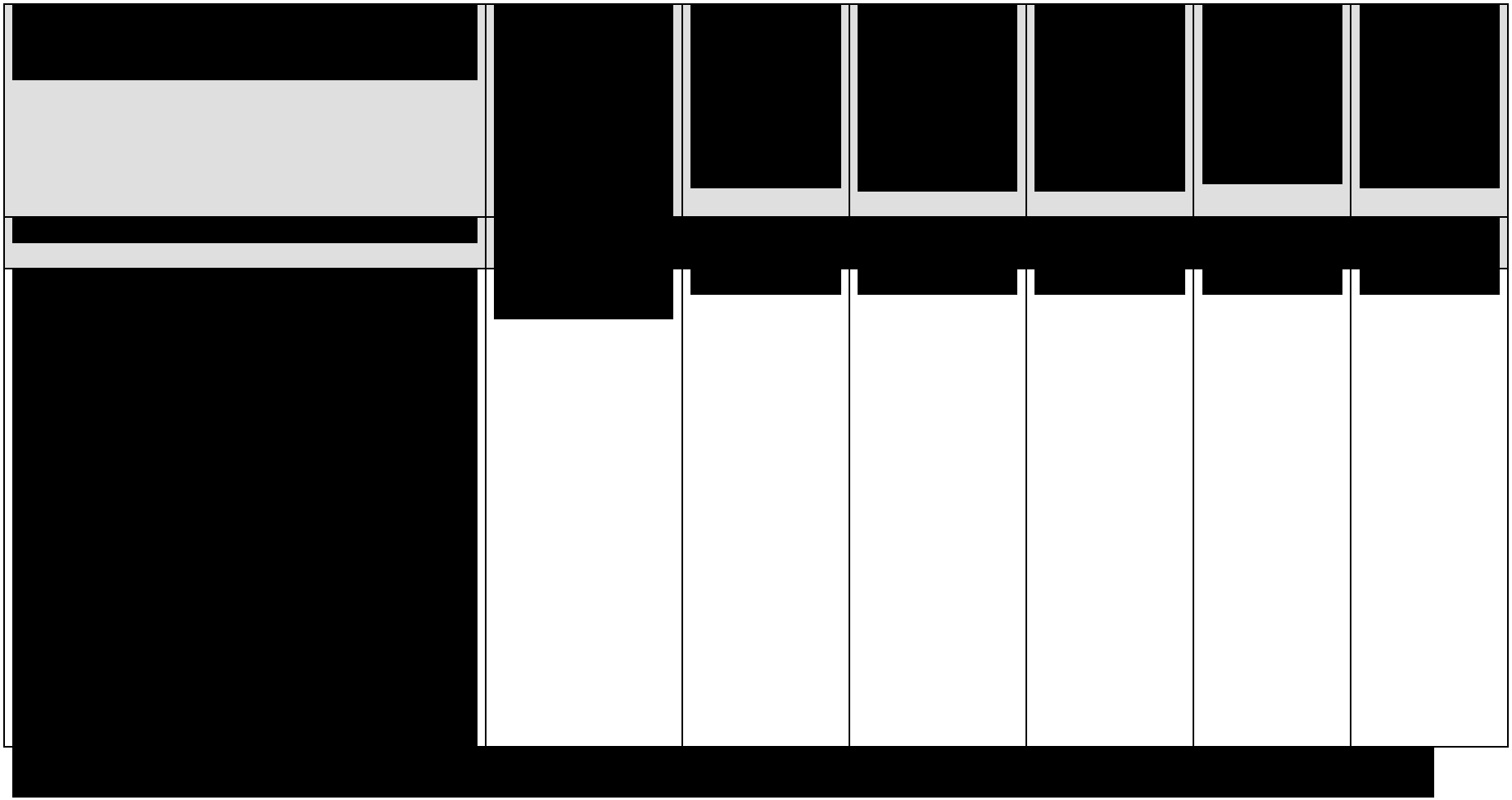

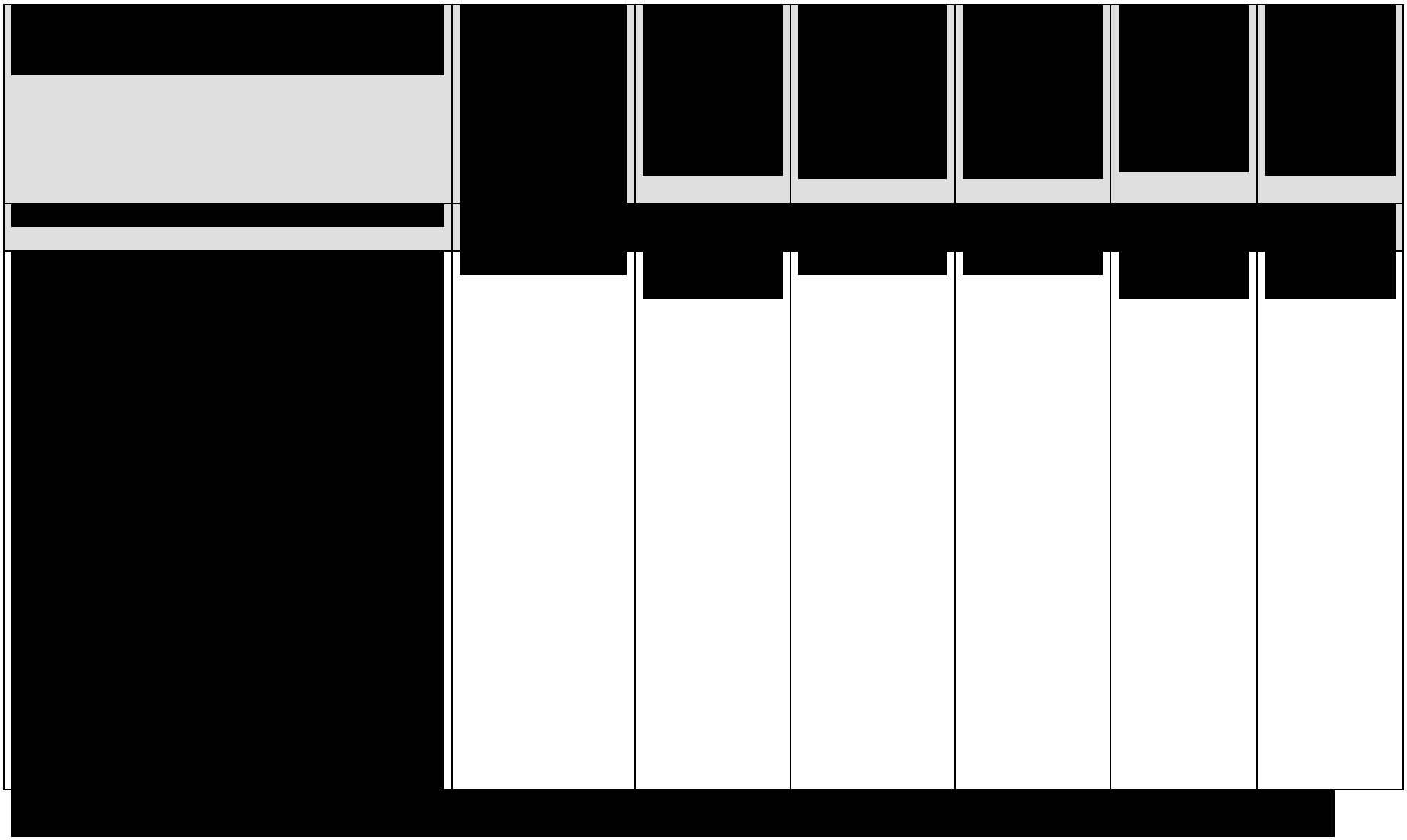

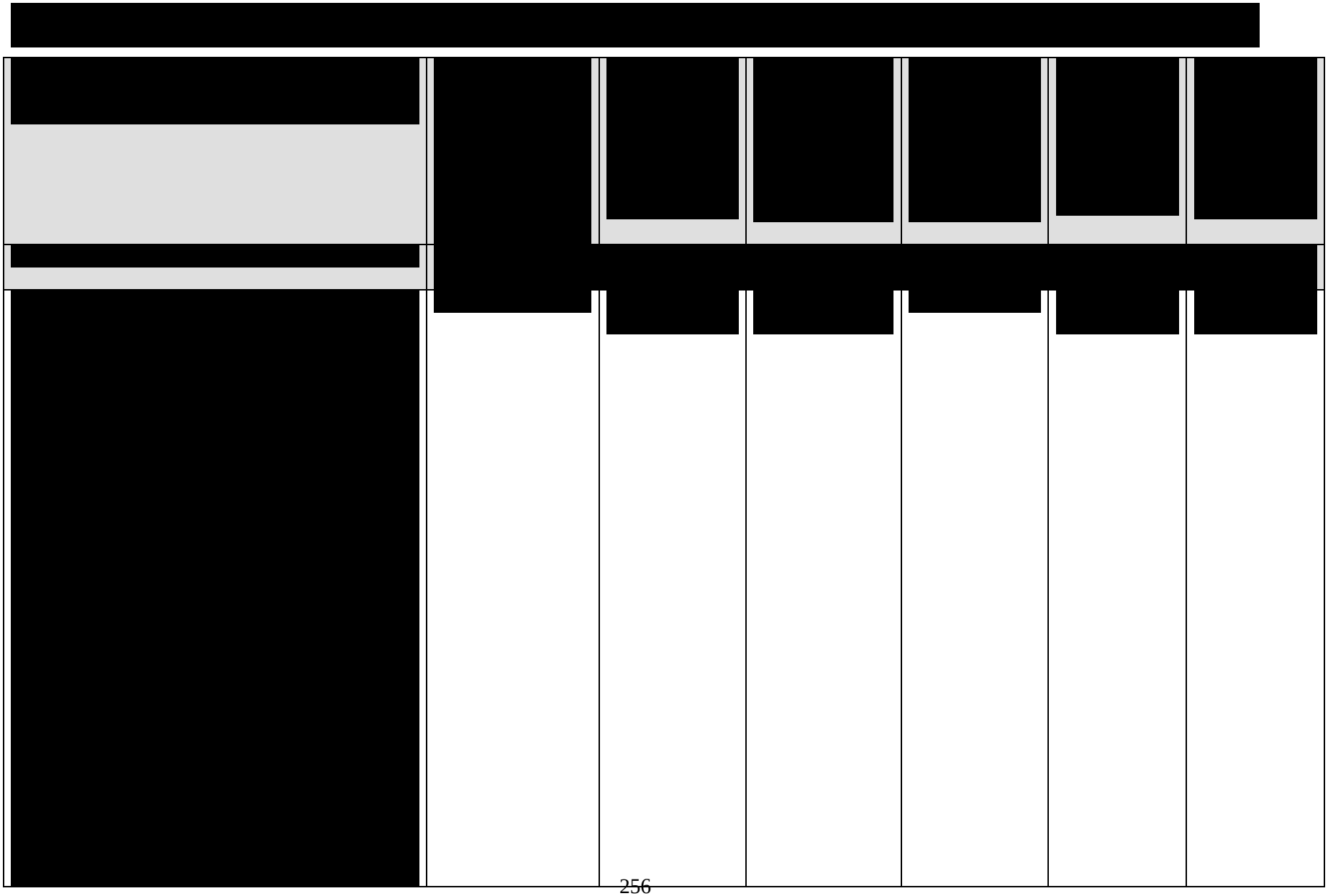

This proposal is valid for 90 days.

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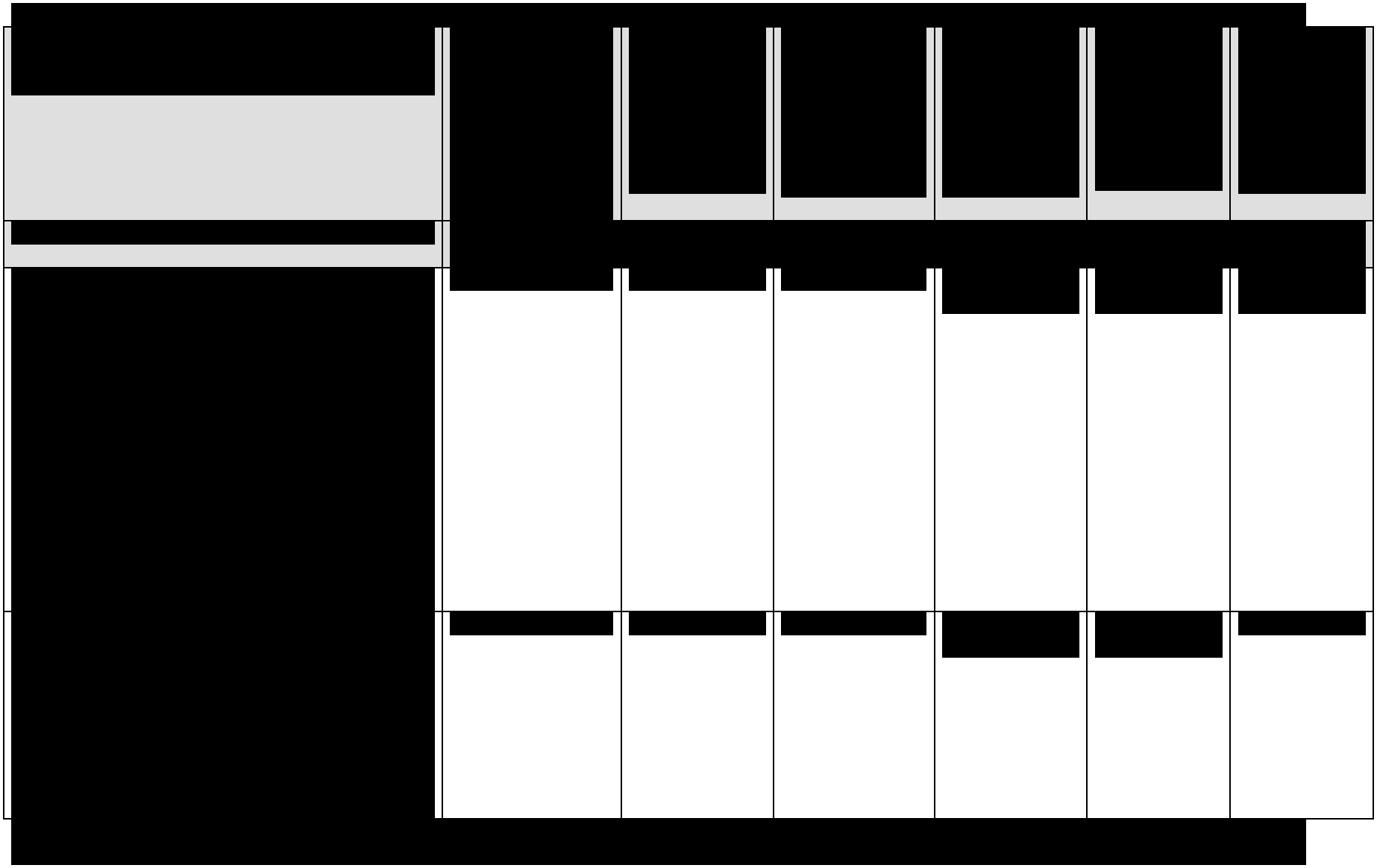

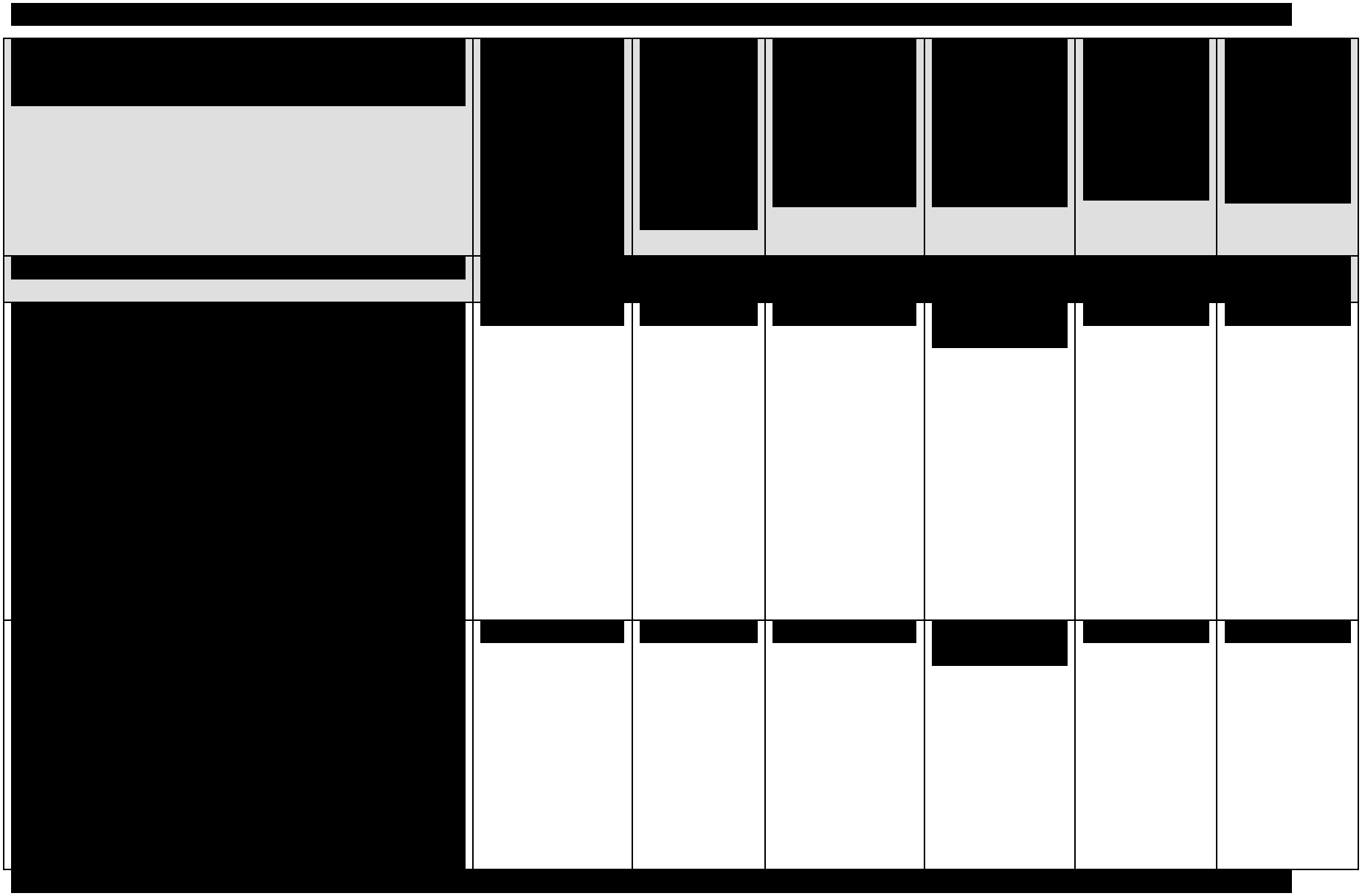

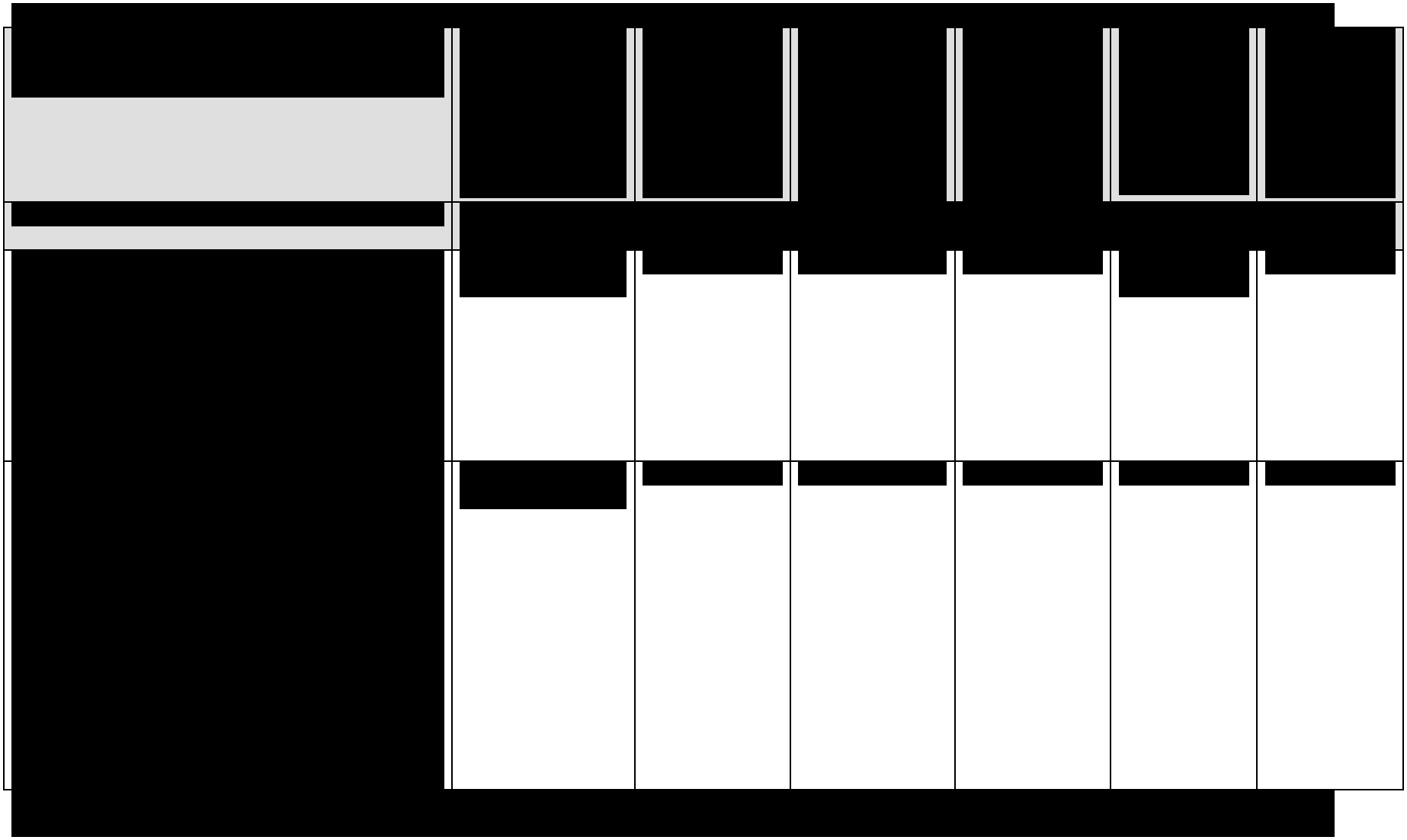

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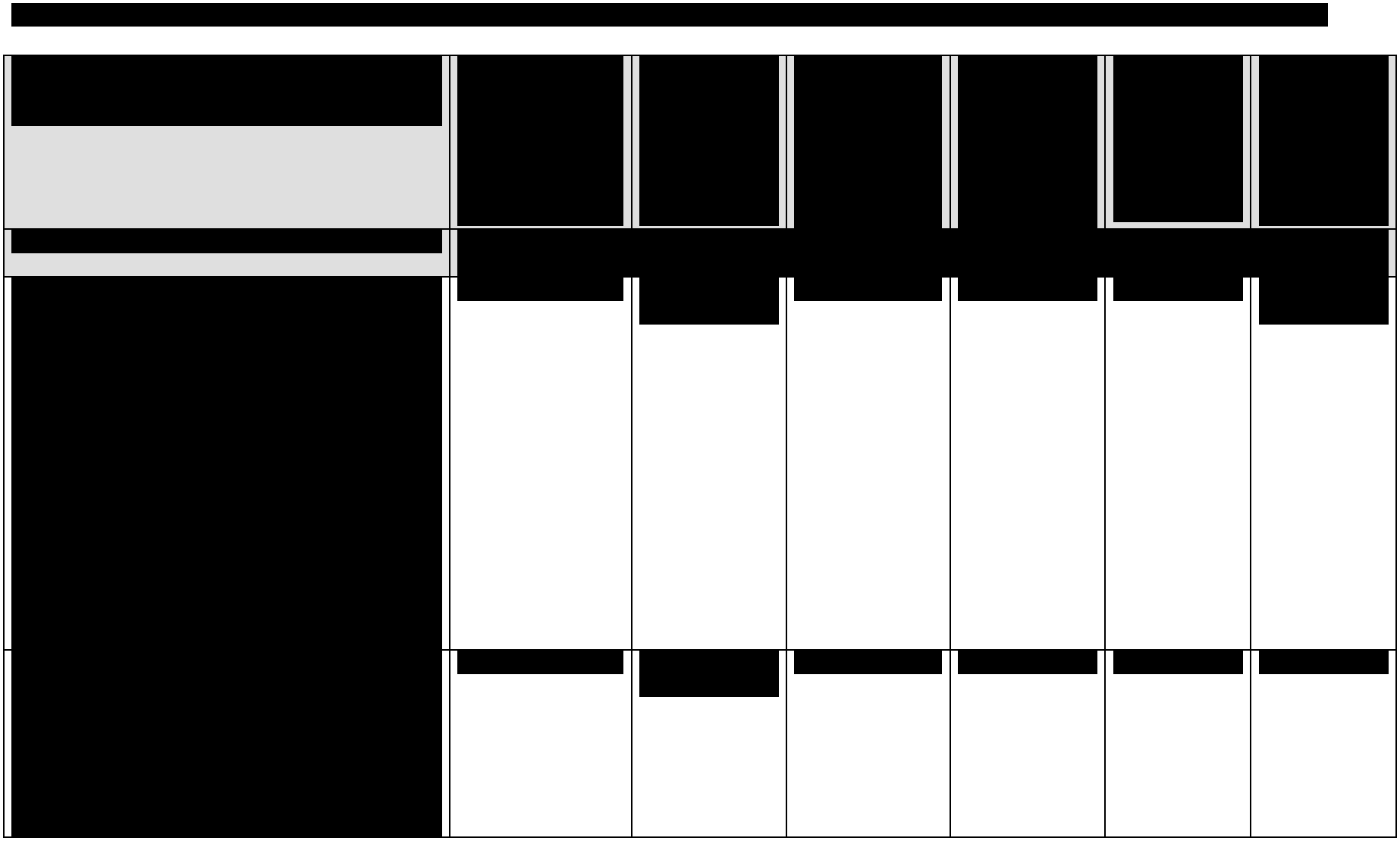

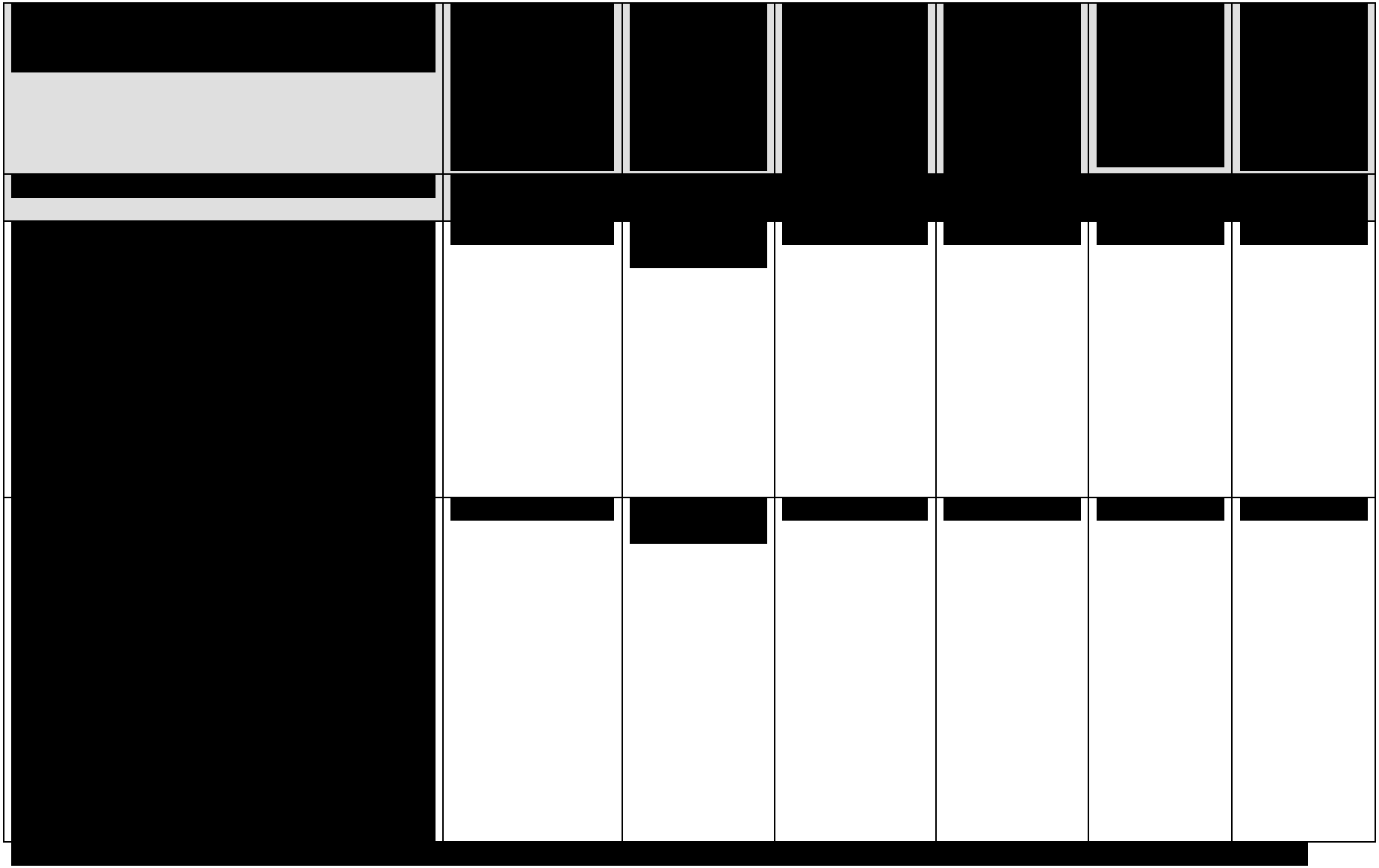

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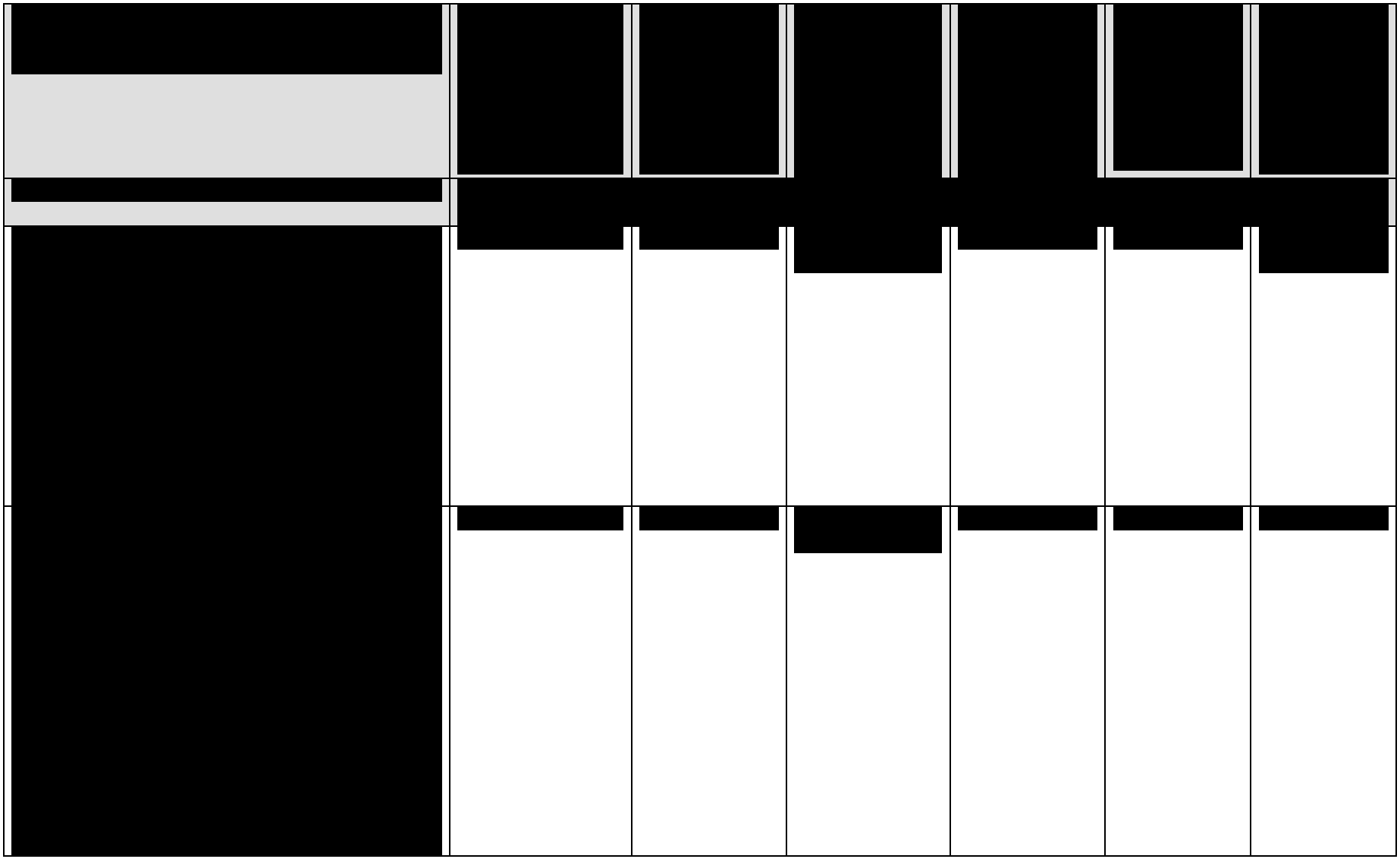

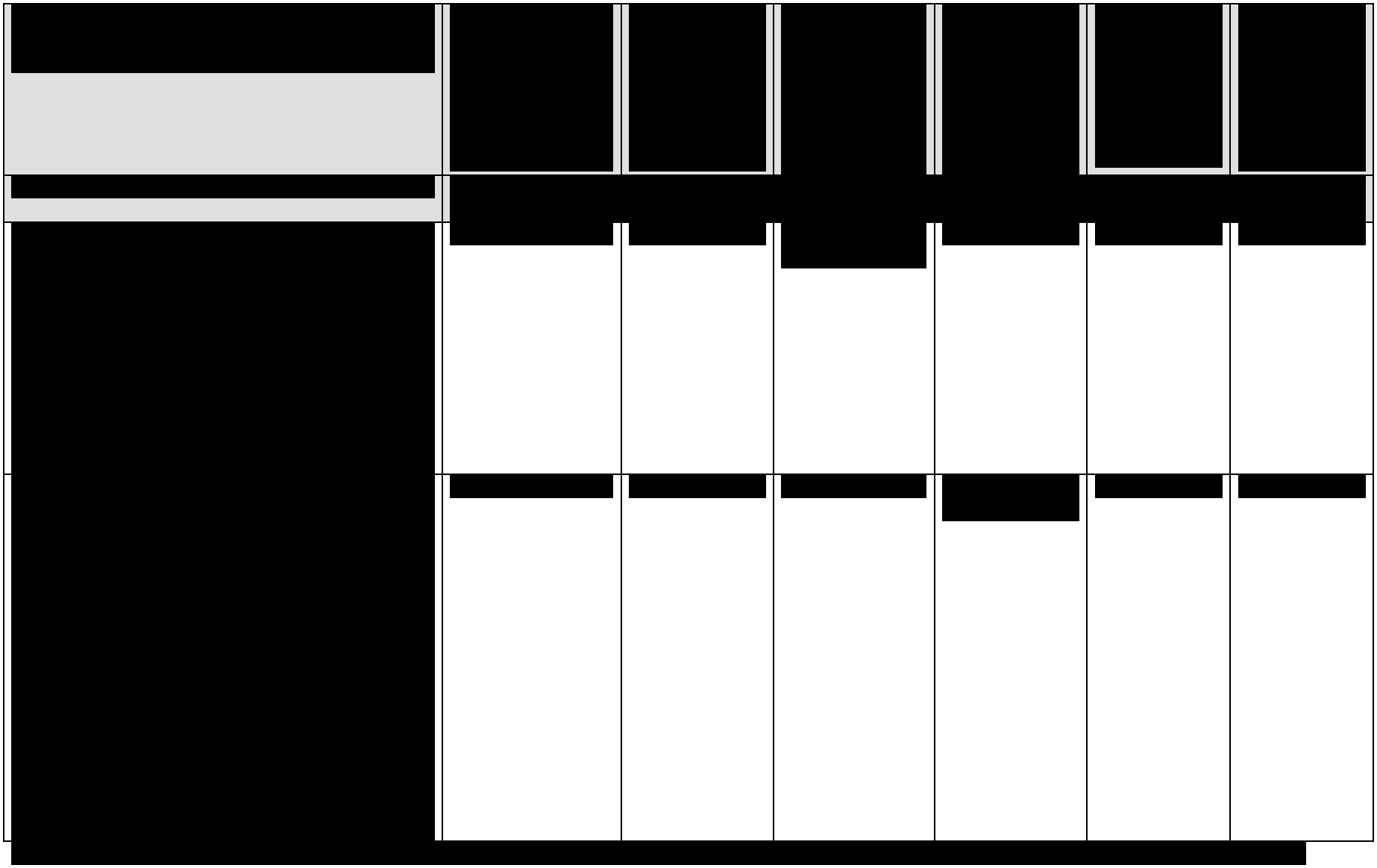

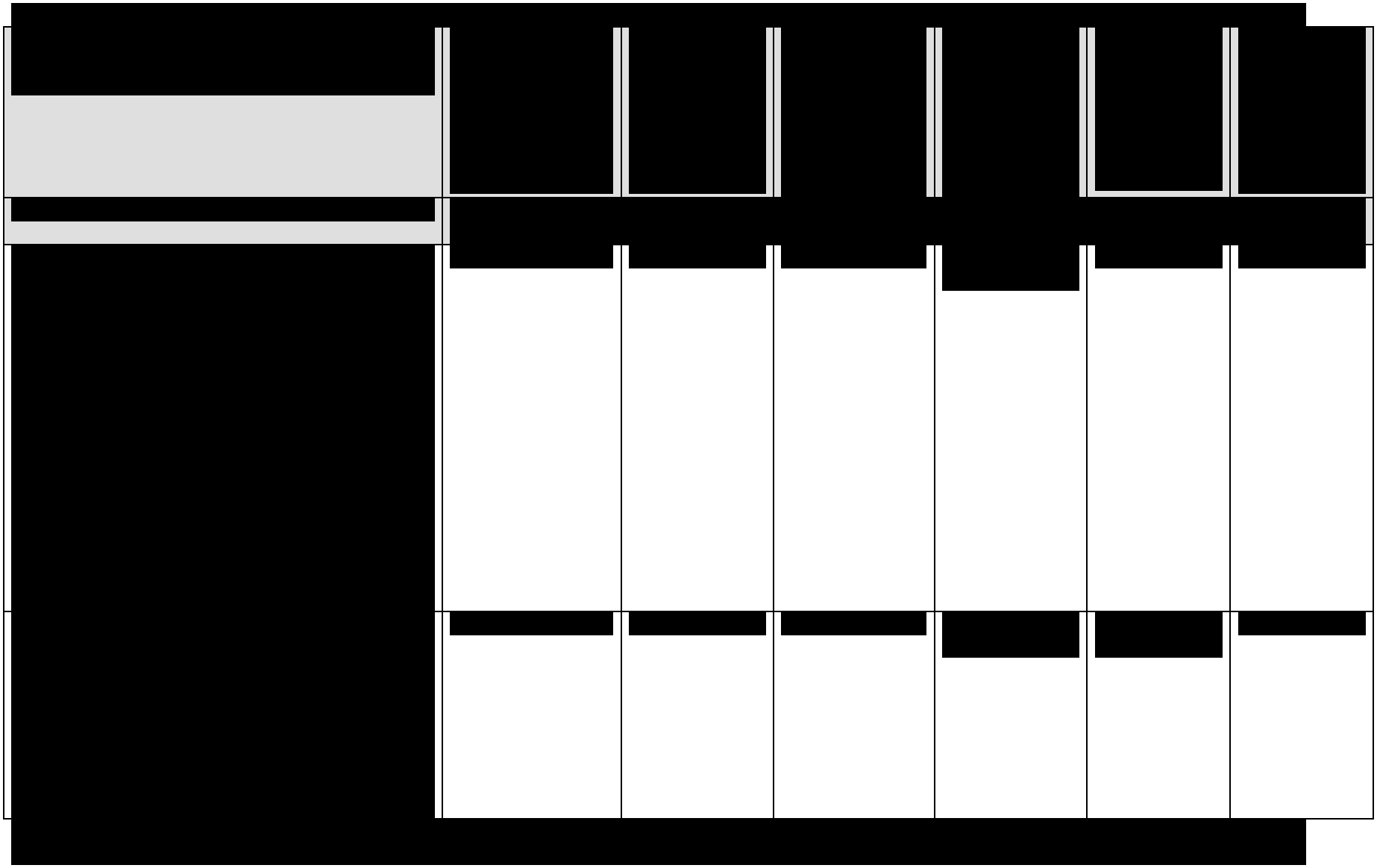

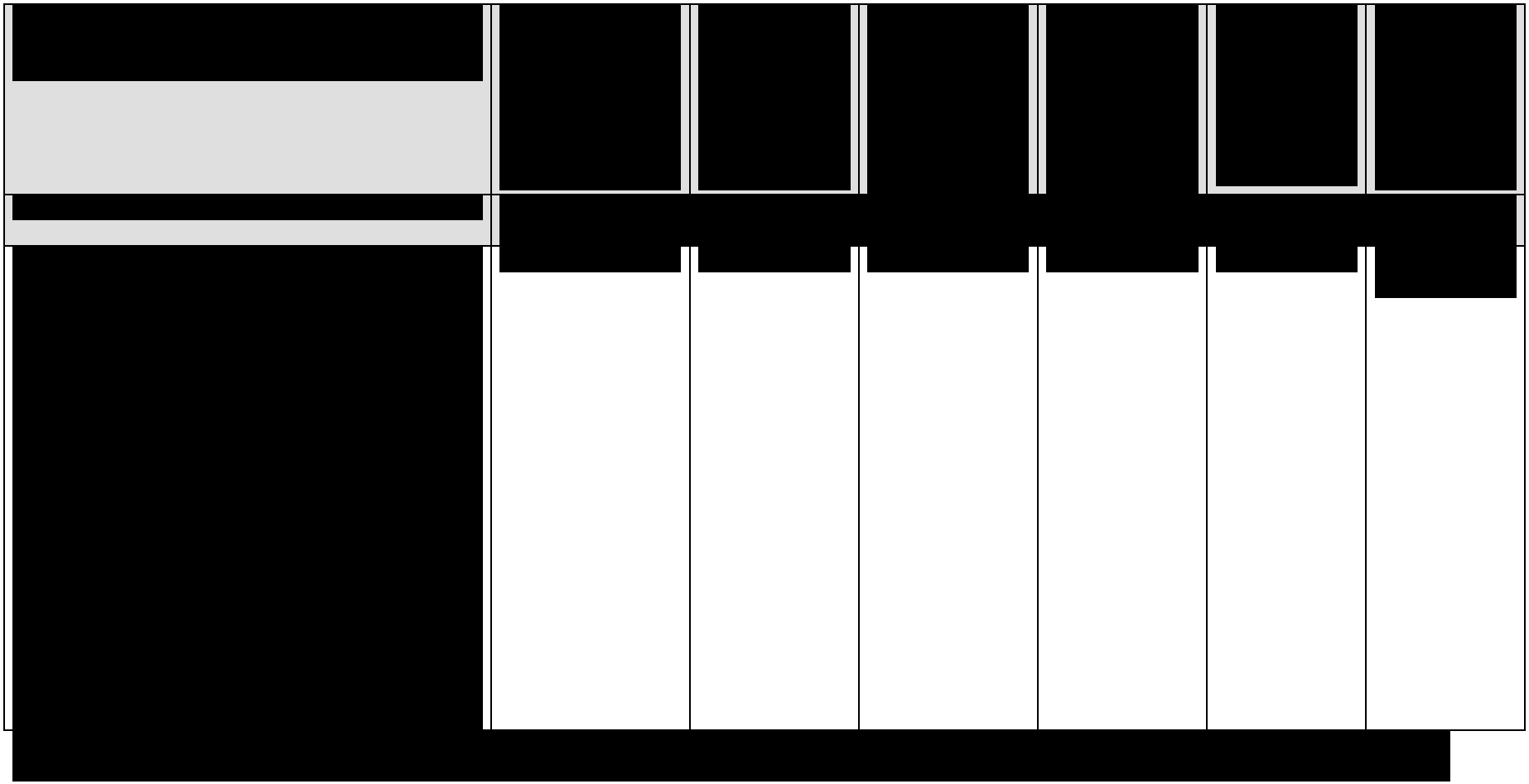

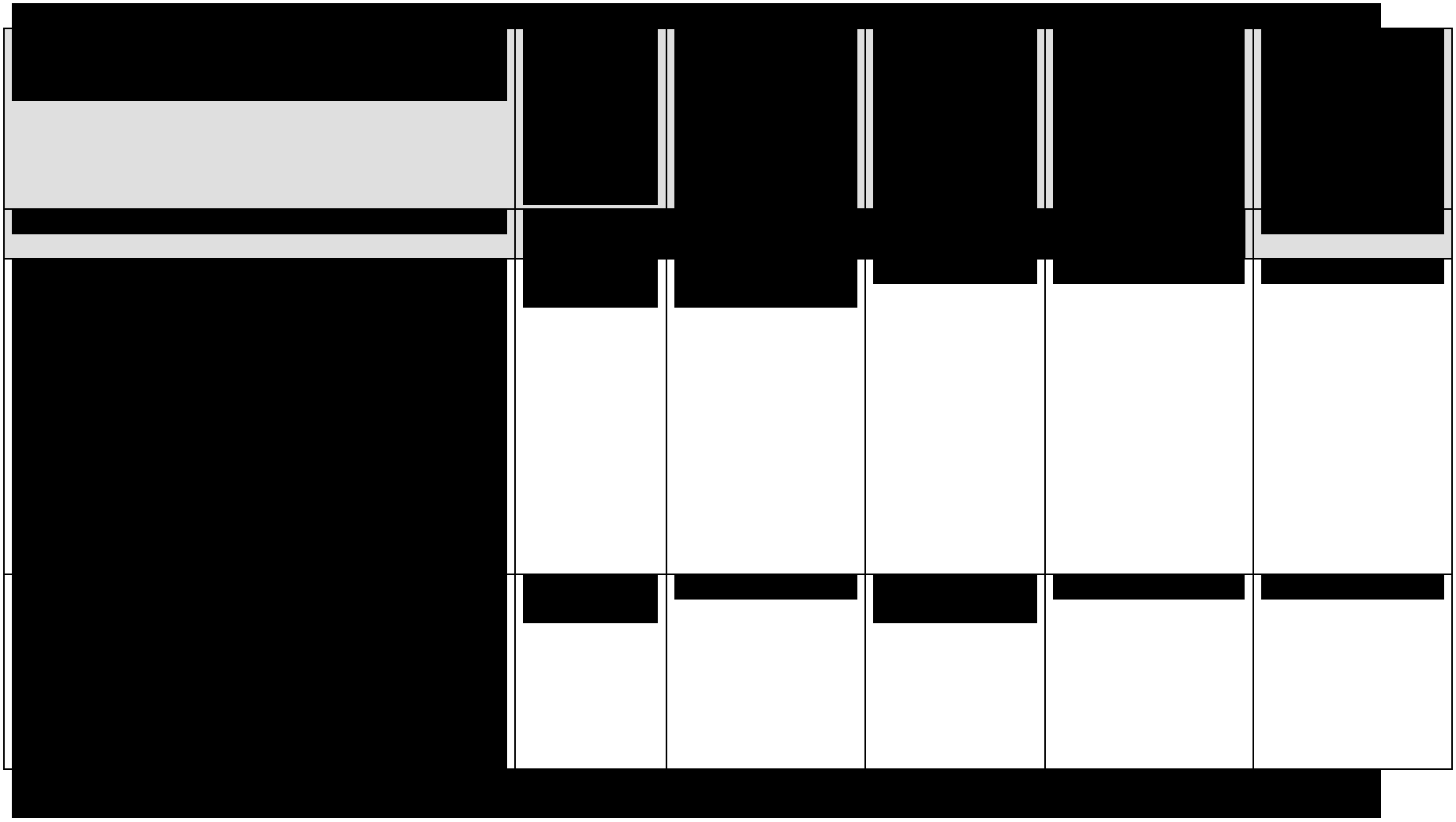

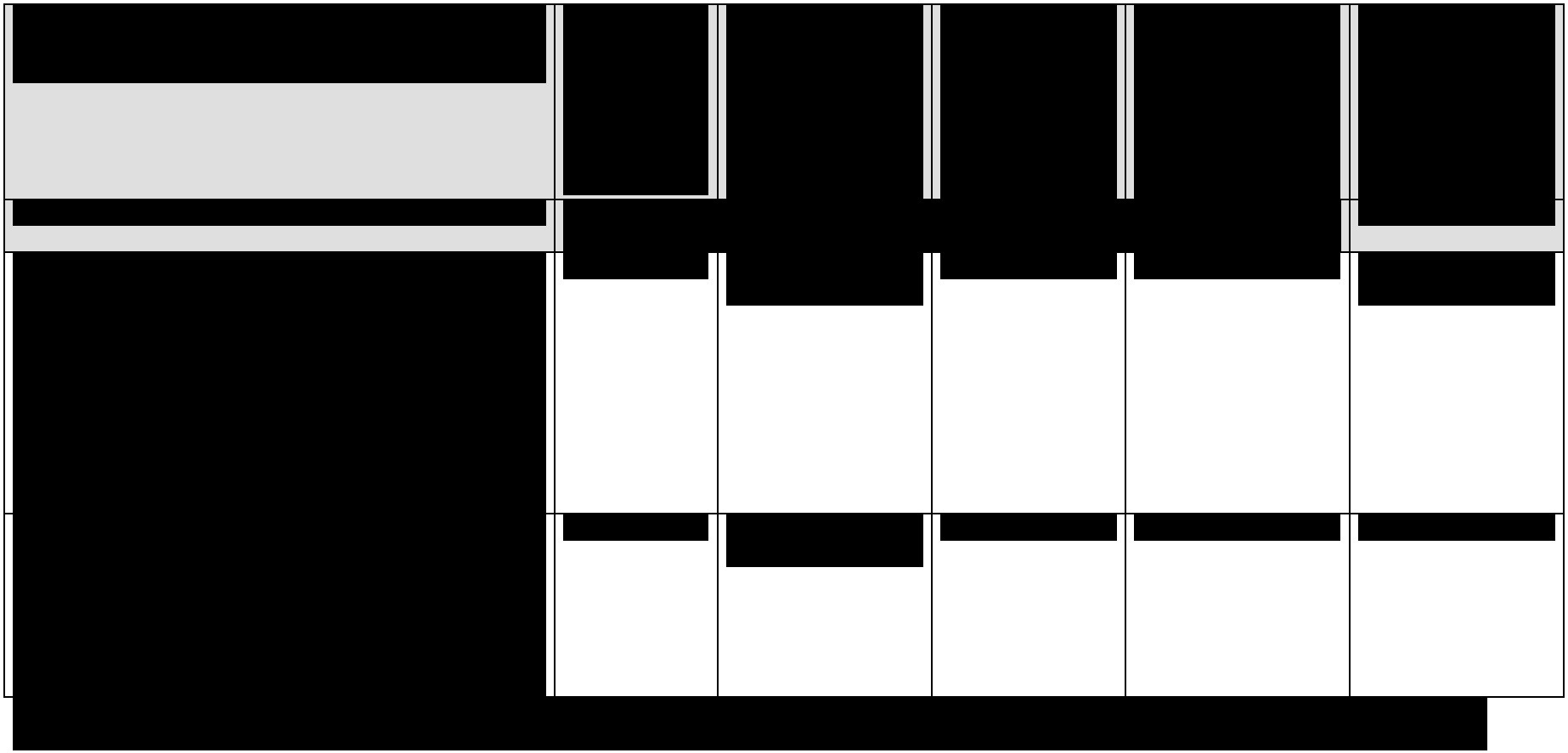

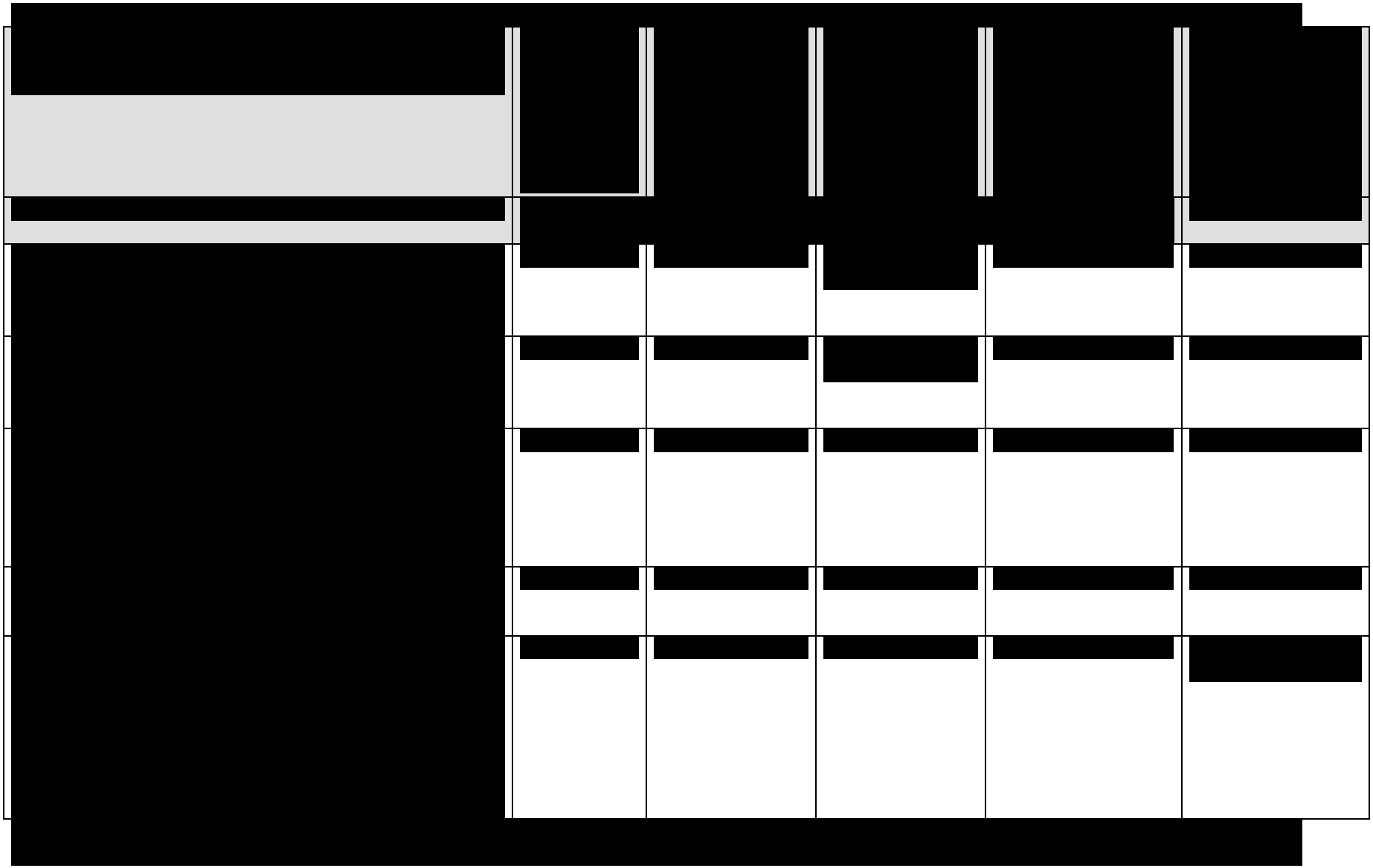

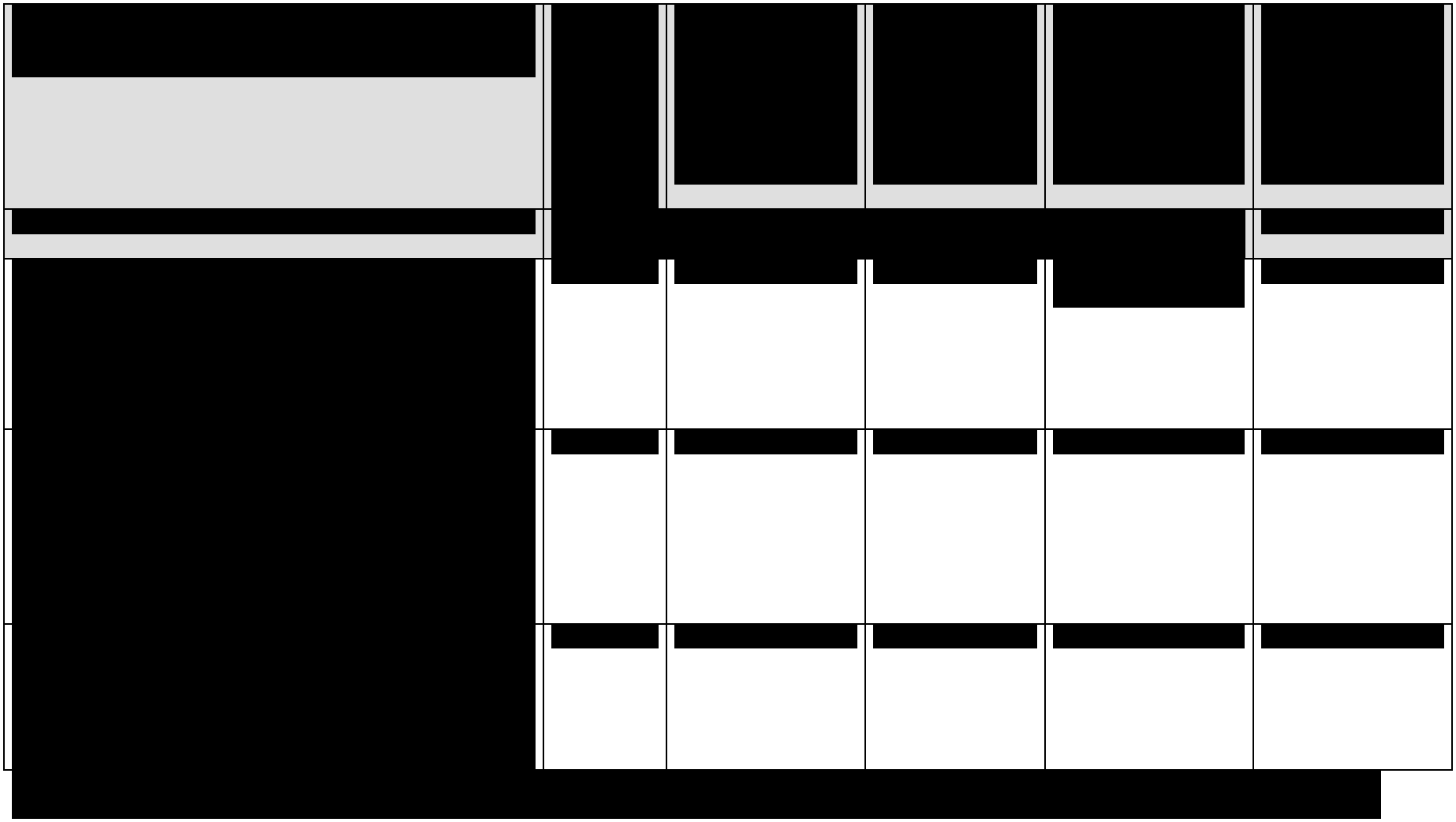

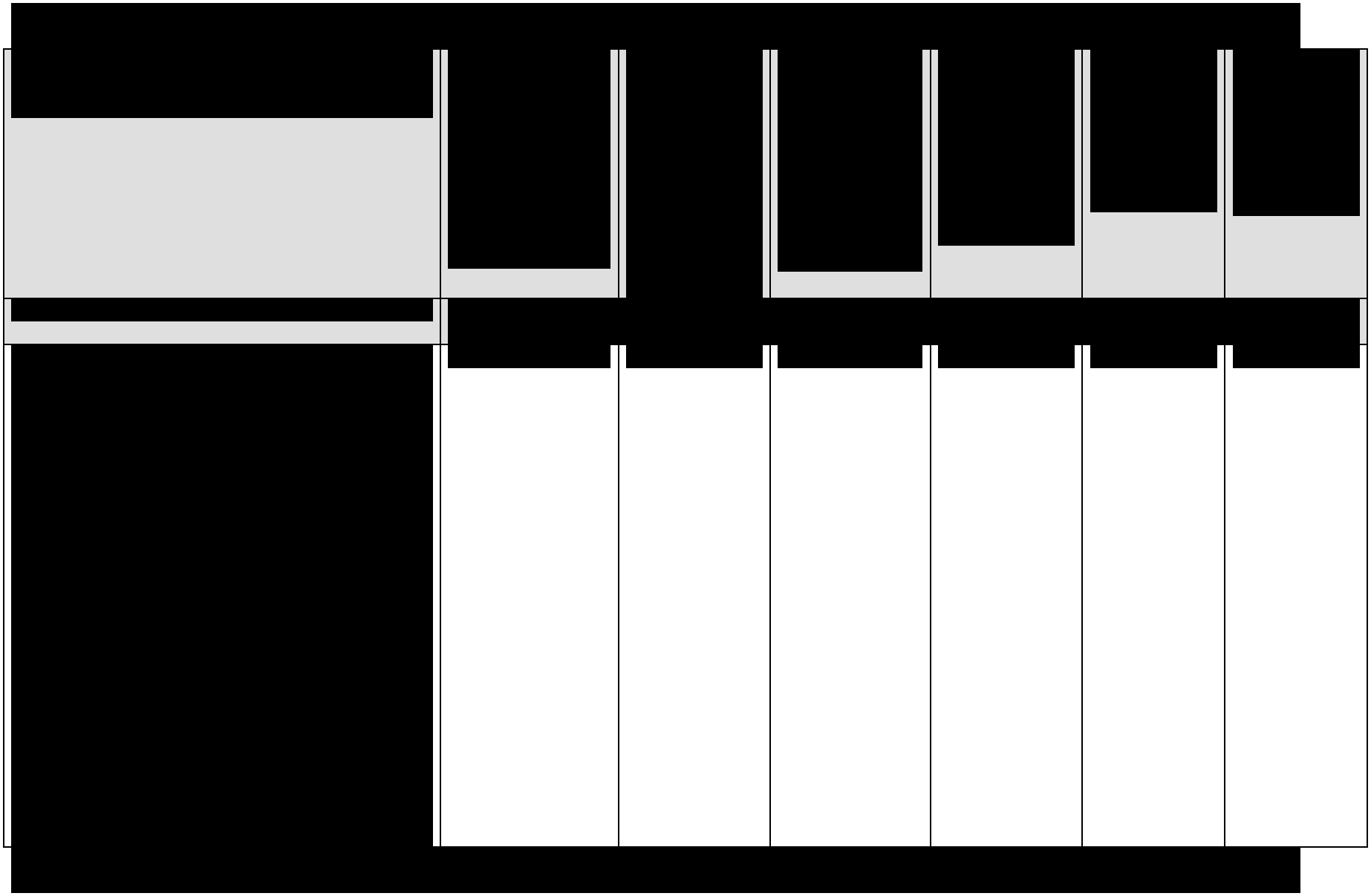

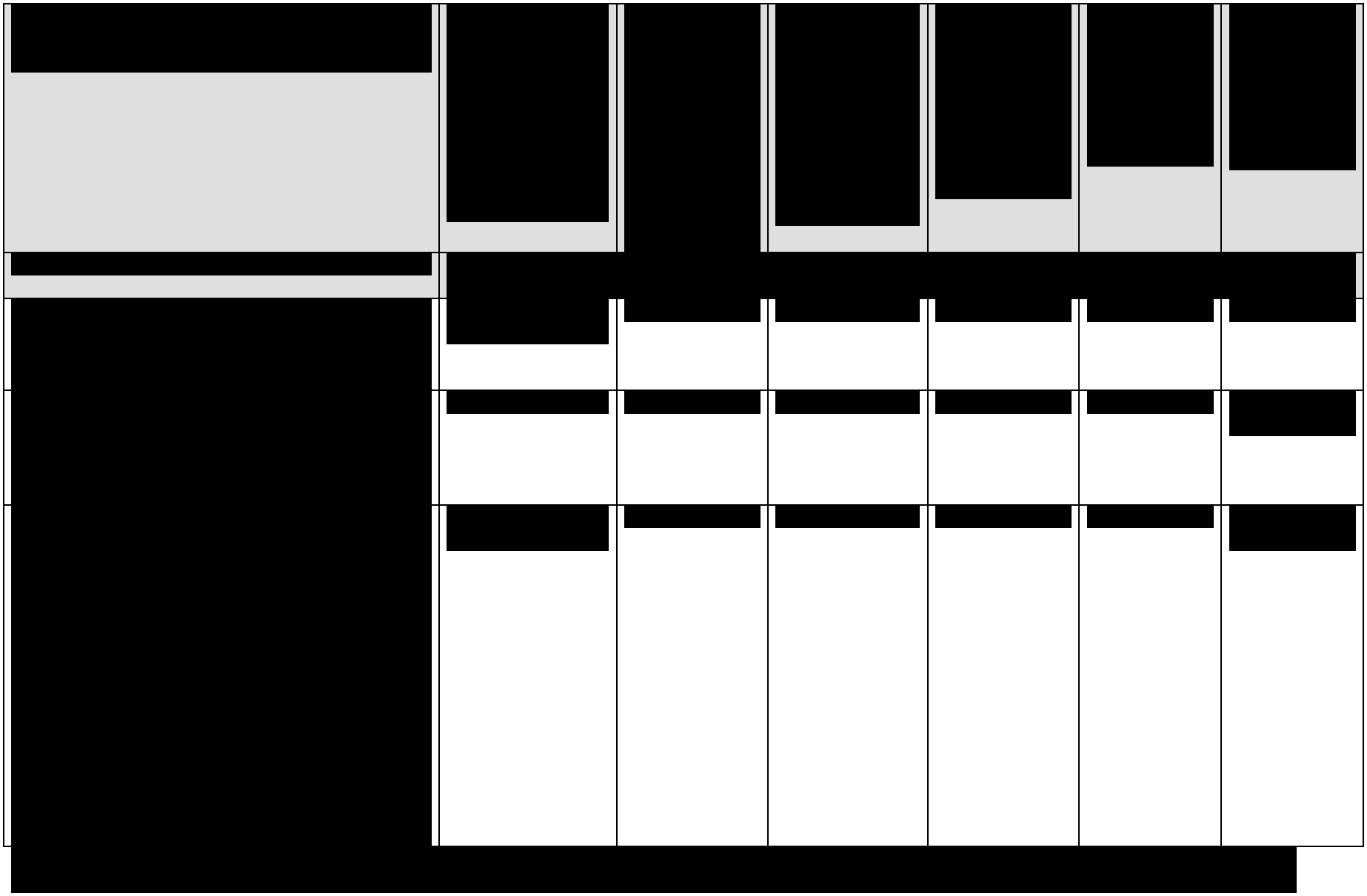

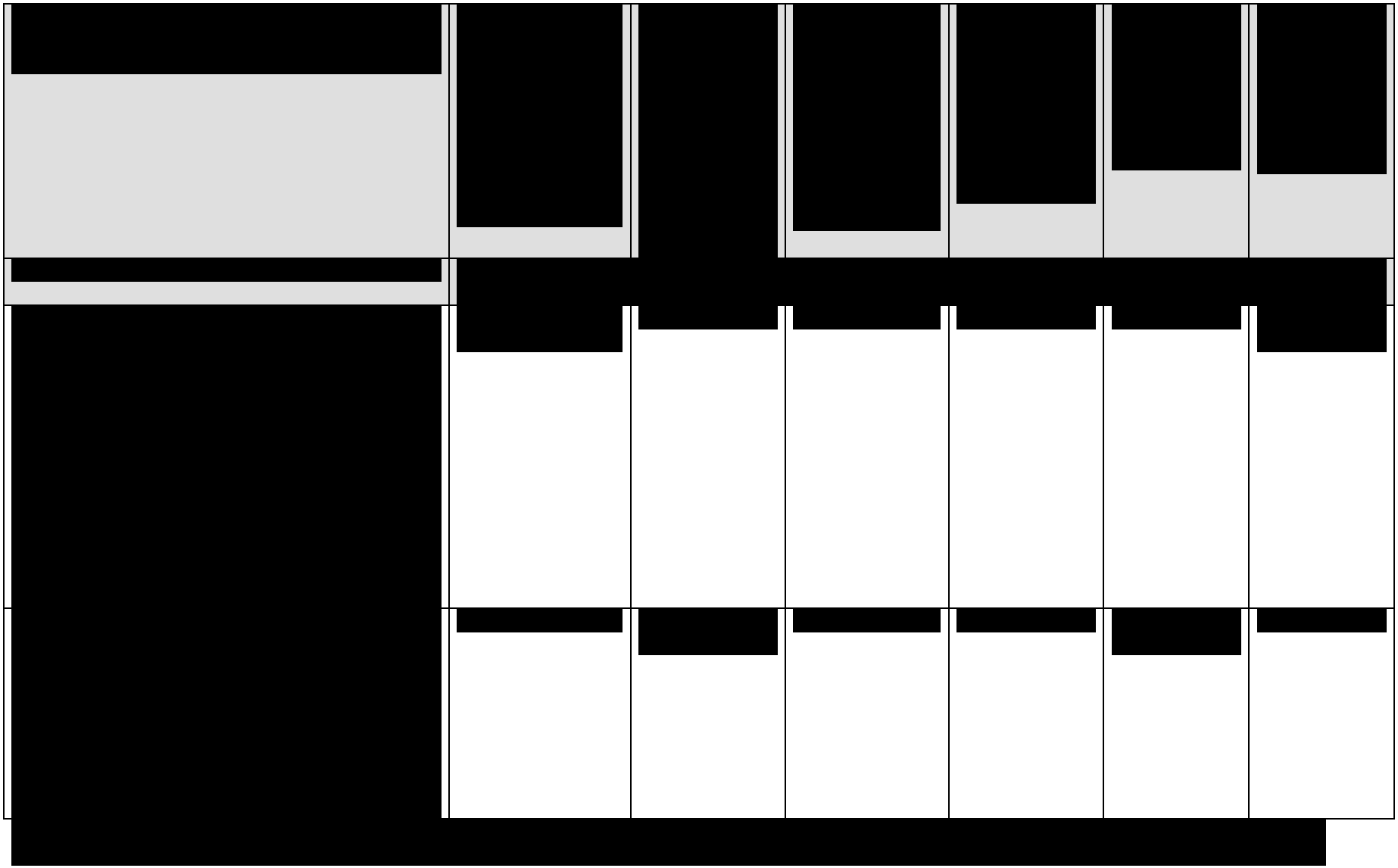

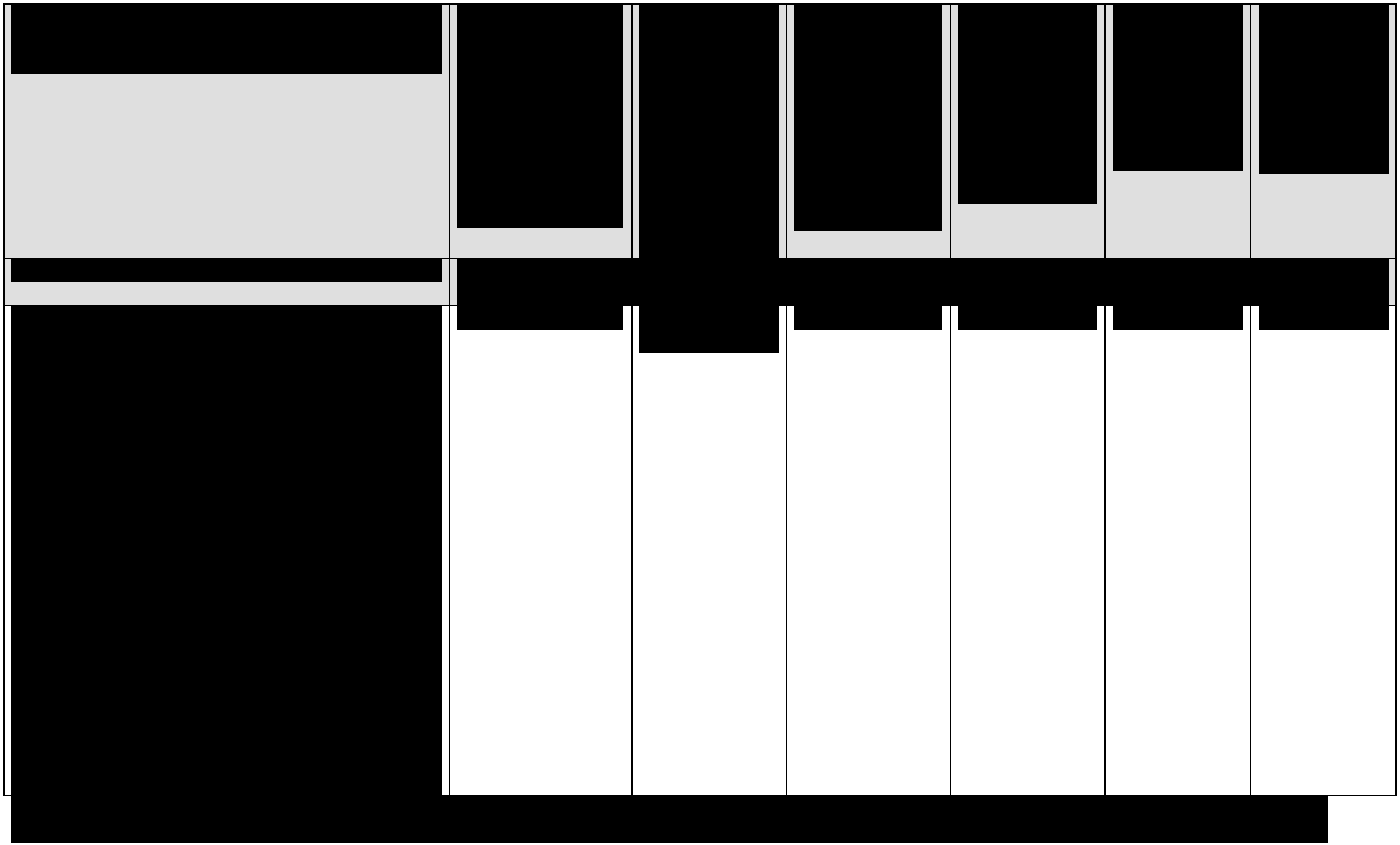

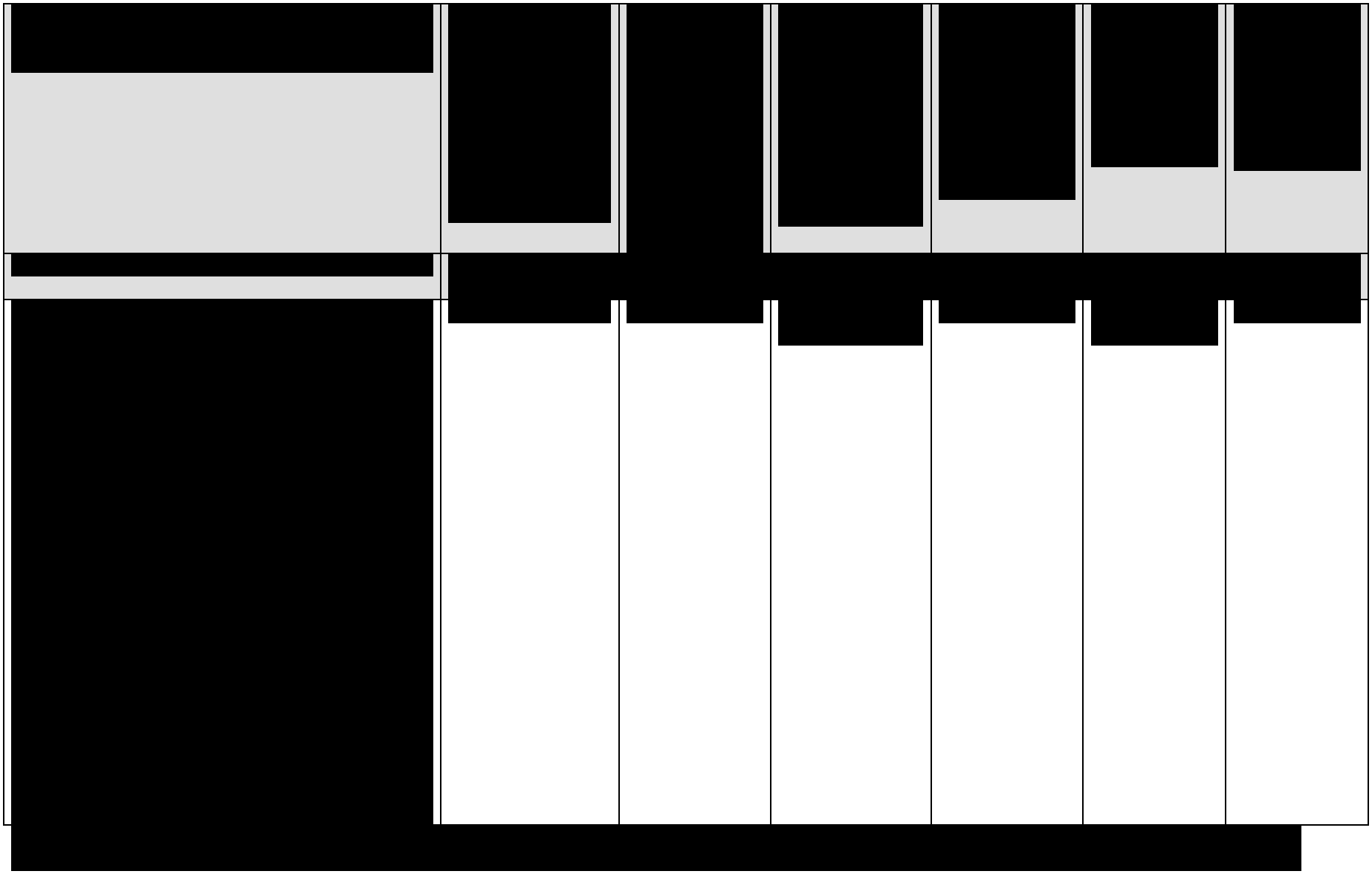

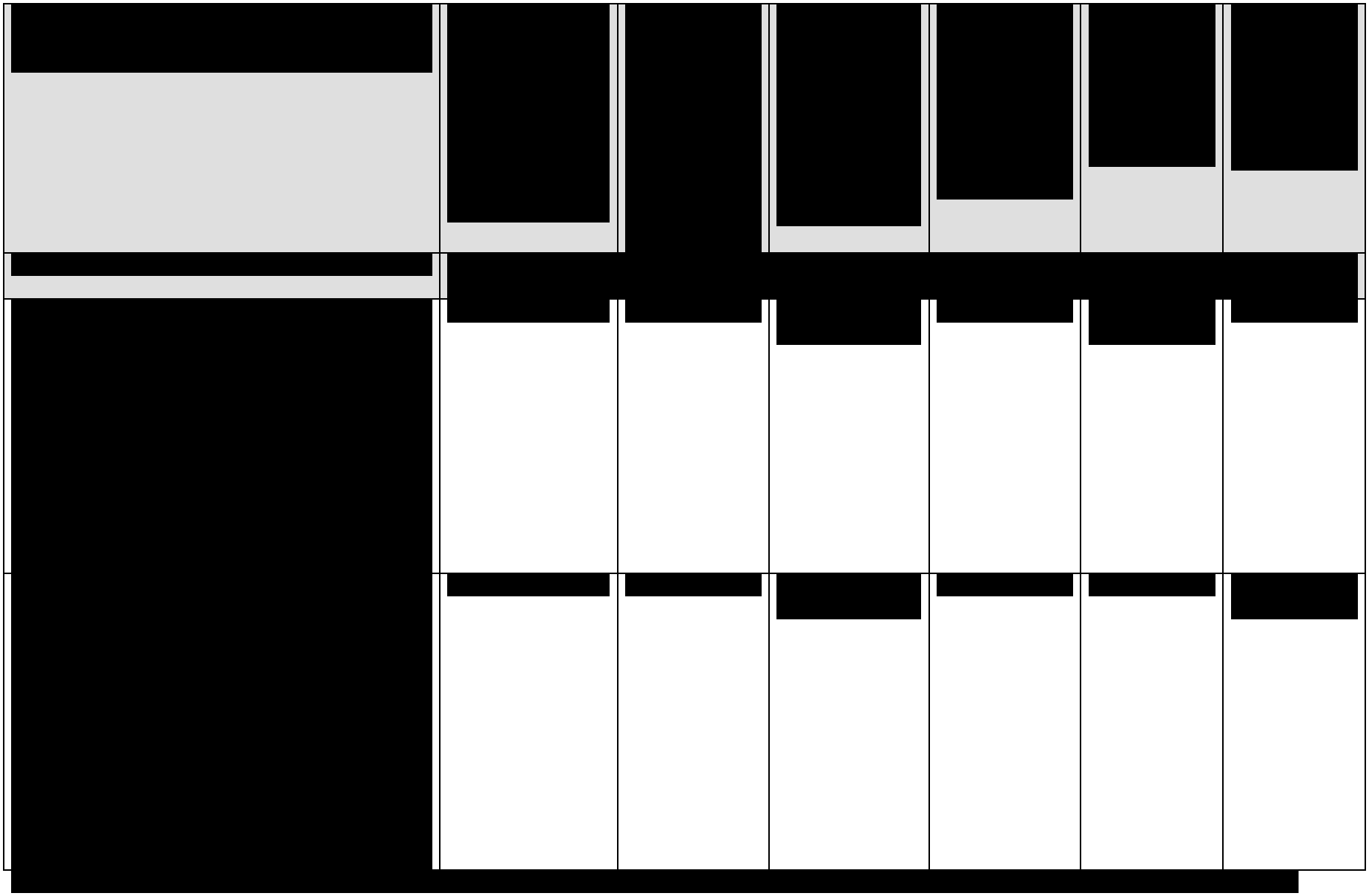

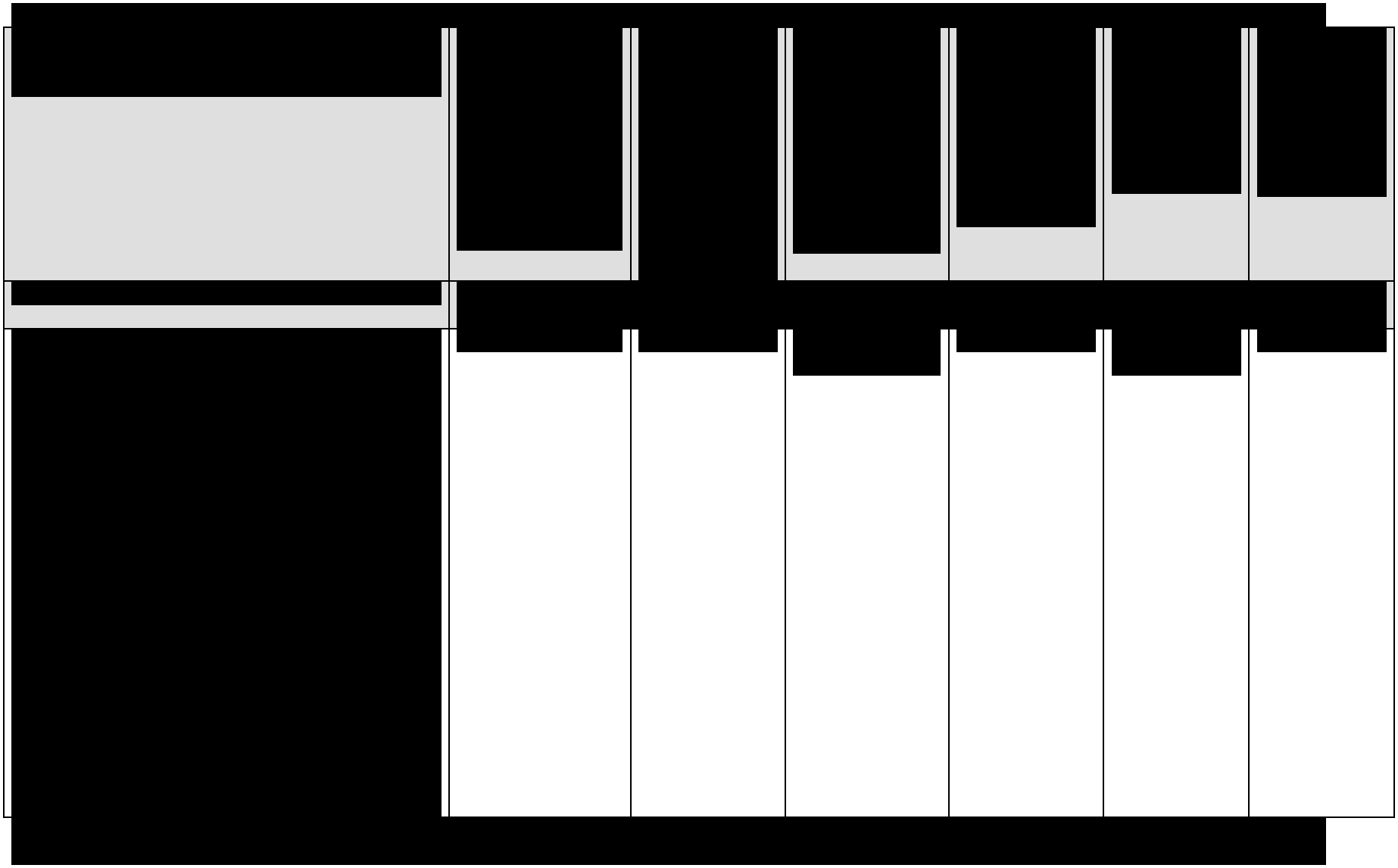

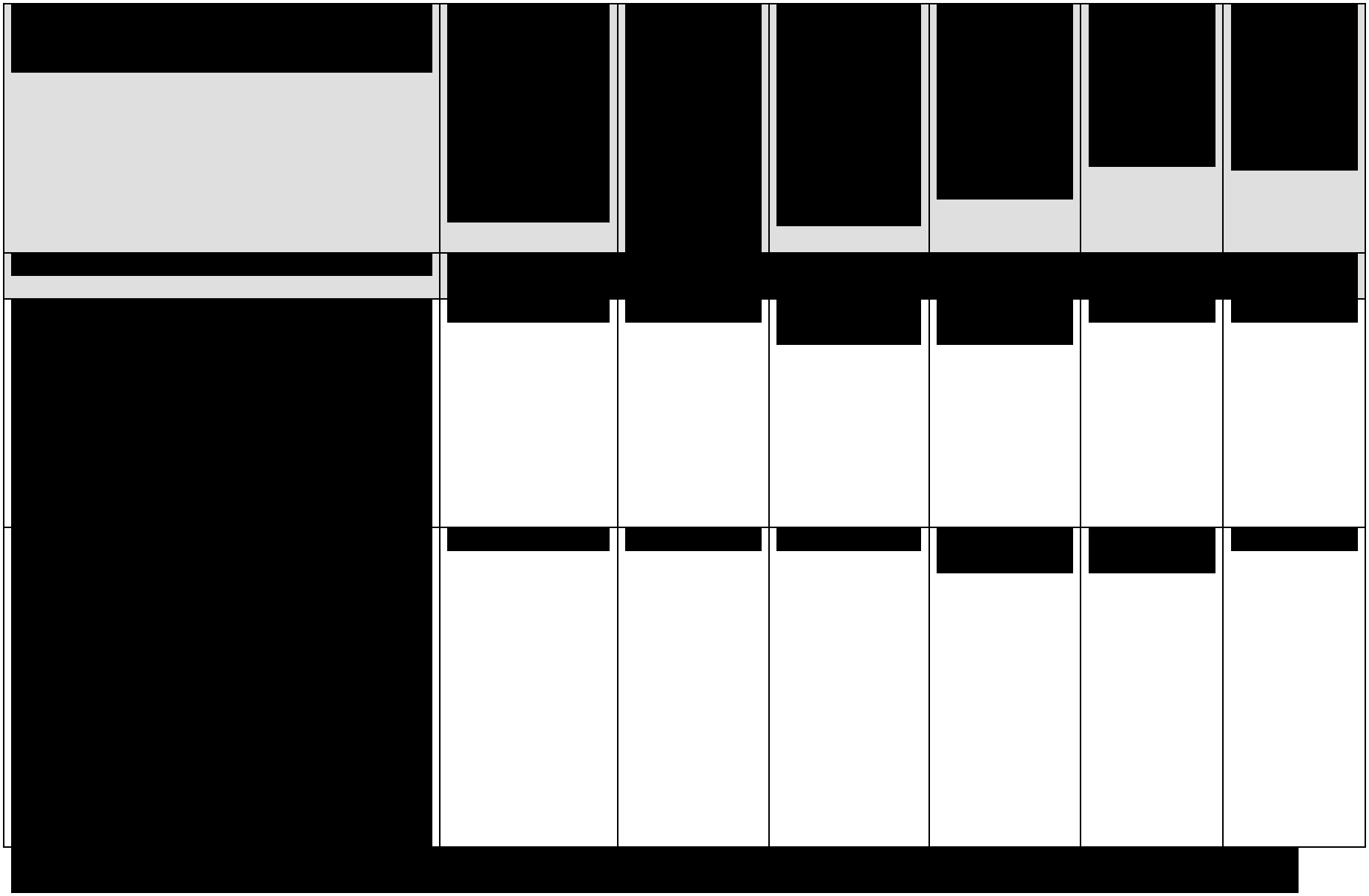

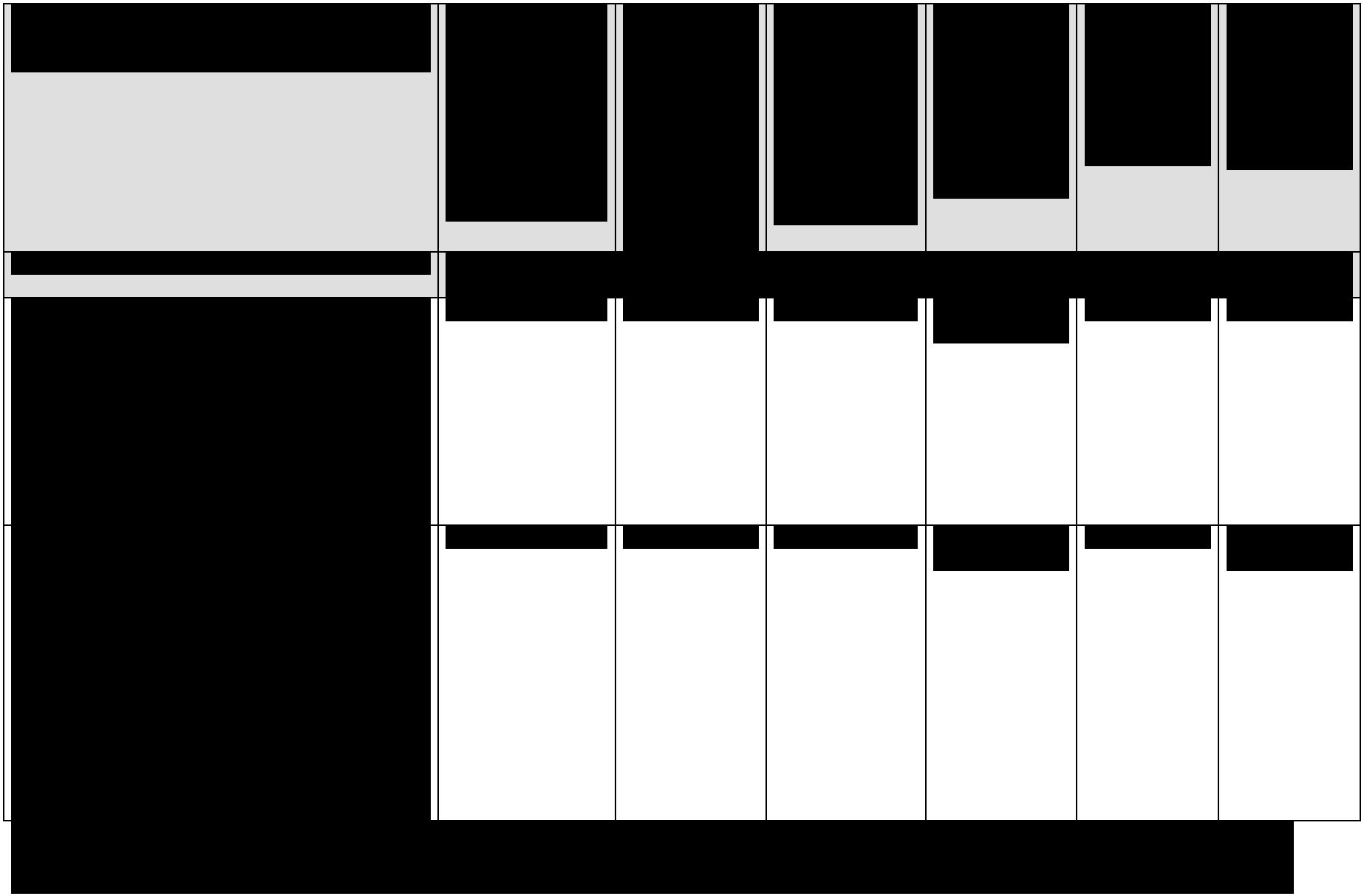

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